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ABSTRACT

This paper was presented as part of a symposium comparing the impact and implications for the curriculum of the Pennsylvania and Michigan statewide assessment programs. It includes (1) the impetus and development of the program, (2) the measurement instruments and analyses used in the program, and (3) the feedback procedures employed to return data to the schools. (Author/MLF)

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STATEWIDE ASSESSMENT IN MICHIGAN AND PENNSYLVANIA: CURRICULUM IMPACT AND IMPLICATIONS

The Pennsylvania Program

J. Robert Coldiron

Presented at The Annual Meeting of The
American Educational Research Association

Washington, D.C.

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This document was prepared especially for this Symposium. The information was extracted from the following Pennsylvania Department of Education publications:

1. Manual for Interpreting Elementary School Reports
2. Manual for Interpreting Intermediate School Reports
3. Manual for Interpreting Secondary School Reports
4. Getting Inside the EQA Inventory (Grade 8)

The data regarding utilization of information will be presented in publications to be printed at a later date.

BACKGROUND

Educational Quality Assessment operates under a 1963 legislative mandate (Act 299) that required the State Board of Education to:

> ...develop or cause to be developed an evaluation procedure designed to measure objectively the adequacy and efficiency of the educational programs offered by the public schools of the Commonwealth.... The evaluation procedure shall be so constructed and developed as to provide each school district with relevant comparative data to enable directors and administrators to more readily appraise the educational performance and to effectuate without delay the strengthening of the district's educational program....

Although EQA has been operational in 300 of the Commonwealth's 505 school districts from 1970 to 1973, it begins a new mode of operation with the 1974 assessment of schools. The changes are of three types:

1. No longer does the program function on a voluntary basis. For the first three school years, because of limited resources, participation was on a first-come, first-served basis. At its November 1973 meeting, the State Board of Education established a timetable to enforce the mandate statewide. Its unanimously adopted resolution states:

   > During the school years 1973-74, 1974-75 and 1975-76, the Department of Education will use the Educational Quality Assessment procedure to evaluate the effectiveness of the educational programs for all Commonwealth school districts based upon the Ten Goals of Quality Education adopted by the State Board of Education. Public schools housing approximately one-third of the students enrolled in each of the three grades 5, 8 and 11 will be included in the assessment each year.

2. The above resolution points up the second change: the addition of grade 8 to the assessment previously available for grades 5 and 11. Moreover, the three-year cycle will involve, three years hence, 8th graders and 11th graders previously tested at grades 5 and 8 respectively.
3. New assessment instruments have been developed as a result of three years of experience at grades 5 and 11. A 1973 assessment of grade 7 (in selected middle schools) and of grade 9 (in junior high schools) provided the basis for the current grade 8 package used in intermediate schools.

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NATURE OF THE QUESTIONNAIRES

The Pennsylvania Student Questionnaires measure, by aggregating student scores, a school's status on the Ten Goals of Quality Education.

PENNSYLVANIA'S TEN GOALS OF QUALITY EDUCATION

Quality education should:

I Help every child acquire the greatest possible understanding of himself or herself and appreciation of his or her worthiness as a member of society.

II Help every child acquire understanding and appreciation of persons belonging to other social, cultural and ethnic groups.

III Help every child acquire, to the fullest possible extent, mastery of the basic skills in the use of words and numbers.

IV Help every child acquire a positive attitude toward the learning process.

V Help every child acquire the habits and attitudes associated with responsible citizenship.

VI Help every child acquire good health habits and an understanding of the conditions necessary for maintaining of physical and emotional well-being.

VII Give every child opportunity and encouragement to be creative in one or more fields of endeavor.

VIII Help every child understand the opportunities open to him or her to prepare for a productive life and help each child to take full advantage of these opportunities.

IX Help every child to understand and appreciate as much as possible of human achievement in the natural sciences, the social sciences and the humanities and the arts.

X Help every child to prepare for a world of rapid change and unforeseeable demands in which continuing education throughout adult life should be a normal expectation.

These comprehensive goals, adopted in 1965, were reaffirmed by the State Board of Education in January 1974.

Each goal statement, stated above in its entirety, is given a name for brevity's sake. For example, in the school report Goal V is referred to as *Citizenship*. But *citizenship* means different things to different people. Thus, to interpret what a school's Goal V score means, one needs to know the underlying rationale of the citizenship instrument and what areas are covered.

Table 1 contains a summary of the instruments with names for the areas covered for each goal, a description of the subscales, the number of items and a sample item for each subscale.

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GRADE 8

TABLE 1

SUMMARY OF INSTRUMENTS

GOAL NUMBER AND NAME / Subscale Name	SUBSCALE DESCRIPTION	NO. OF ITEMS	SAMPLE ITEM	RESPONSE CHOICES
I SELF-ESTEEM		40		
Self-Confidence	Feelings of success, self-determination, attractiveness and self-worth	10	I'm pretty sure of myself.	
Feeling of Control over Environment	Belief that success in school and work depend on effort, not luck	10	When I get something to work, it is more often a matter of luck than of effort.	(A) Very true of me (B) Mostly true of me (C) Mostly untrue of me (D) Very untrue of me
Relationships with Others	Perceived ease in making and keeping friends and feelings of acceptance by others	10	I often feel picked on by other kids.	
Self-Image in School	Feeling of success in schoolwork, class recitation and teacher relationships	10	I enjoy being called in class.	
II UNDERSTANDING OTHERS		35		
Race	Comfort when interacting with others of another race	7	Someone whose skin color is different from yours wants to become your close friend.	I would feel: (A) Very comfortable (B) Comfortable (C) Slightly uncomfortable (D) Very uncomfortable
Religion	Comfort when interacting with others of different religious beliefs	7	A person of a much different religion from yours invites you to his or her church.	
Socioeconomic Status	Comfort with others who are richer or poorer than self	7	Many people much poorer than you move into your neighborhood.	
Intelligence	Comfort with others of higher or lower ability levels	7	It is decided that retarded students should be put into your regular classes in school.	
Handicap	Comfort when interacting with others who are physically handicapped	7	You must share a locker with someone who wears leg braces.	

III-V	BASIC SKILLS: VERBAL	A 15-minute timed test of verbal analogies	30	HOLSTER: GUN::	(A) ball: cannon (B) sheath: sword (C) stiletto: dagger (D) range: rifle
III-M	BASIC SKILLS: MATH	A 15-minute timed test of mathematical concepts including number concepts, arithmetic skills, per cents and ratios, measurements and conversion, charts and graphs, geometry, algebraic notions	30	Column A: $\frac{3}{9} = \frac{x}{27}$ Column B: $\frac{3}{7} = \frac{y}{21}$	(A) The part in Column A is greater (B) The part in Column B is greater (C) The two parts are equal (D) Not enough information is given to decide
IV	INTEREST IN SCHOOL		30		
	Attitude Toward Learning	Willingness to expend effort to learn and valuing the importance of continued learning throughout life	15	It is very important to me to learn as much as I possibly can.	(A) Strongly agree (B) Agree (C) Uncertain (D) Disagree (E) Strongly disagree
	Attitude Toward School	Belief school attendance is important; attitude toward school setting, teachers and coursework	15	Most of my classes this year are boring.	
V	CITIZENSHIP		54		
	Welfare and Dignity of Others	Concern for feeling of others, willingness to protest racial discrimination and to accept new people into the group	18	I'd make fun of a person when my friends were doing it also.	
	Respect for Law and Authority	Willingness to report law-breaking, to refrain from destructive actions and to obey authorities during emergencies	18	I'd throw rocks during a protest if there was no chance of getting caught.	(A) Yes (B) Maybe (C) No
	Responsibility and Integrity	Willingness to report own mistakes and honor self-made commitments to groups and individuals	18	After accidentally breaking a school window, I would report myself even if I would have to pay for the window.	

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VI	HEALTH		54		
	Personal Health	Willingness to follow proper diet, take proper medical precautions	18	I'd use a friend's chapstick knowing my friend had a slight cold.	
	Safety	Restraint from unnecessary risk-taking at home, at school and at play	18	I'd play a game of "chicken" on a bike if I might win the game.	(A) Yes (B) Maybe (C) No
	Drugs	Restraint from improper use of prescription drugs, experimentation with drugs and maintaining close contact with others using drugs	18	I'd stay at a party where marijuana was being smoked when I knew nobody else wanted to leave.	
VII	CREATIVITY		36		
	Visual Arts	Willingness and recognition in using own ideas and design in painting, crafts, photography and sculpture	9	Using your own ideas and design, have you ever done painting (without a number set) in oil or water colors?	(A) Yes, with area-wide recognition (B) Yes, with school-wide recognition (C) Yes, with teacher recognition (D) Yes, but no recognition (E) No, but have wanted to (F) No, and have not wanted to
	Performing Arts	Willingness and recognition in performing in music, acting, sport or modeling	9	Before an audience other than a classroom group have you ever performed using an original magic or novelty act.	
	Science	Willingness and recognition doing experiments in social and physical sciences and to design or work with mechanical or electronic gadgetry.	9	Have you ever built a model to show a scientific principle such as the water cycle, the solar system, volcanic eruption, etc?	
	Writing	Willingness and recognition producing original written products such as poems, jokes, skits, essays and music	9	Other than as a school assignment, have you ever written an original poem?	
VIII	VOCATIONAL KNOWLEDGE	Knowledge of the duties, training, salary and educational requirements of various occupations	30	For which job must you be a college graduate?	(A) Computer programmer (B) Bookkeeper (C) Dentist (D) Medical technician

IX	APPRECIATING HUMAN ACCOMPLISHMENTS		48		
	Valuing	Attaching importance to achievements in the arts and sciences and valuing role played by people in these areas	24	Most scientists don't care how their work affects people.	(A) Agree (B) Uncertain (C) Disagree
	Receiving	Willingness to learn more about achievements in the arts and sciences and to seek out experiences which provide first-hand information on what people in these areas are doing	24	It would be fun to watch people paint at an art studio.	
I	PREPARING FOR A CHANGING WORLD		35		
	Using Effective Solutions	Tendency to try solutions reflecting positive adjustment to change	13	If my parents decided to move, I'd read about the place we were moving to.	
	Refraining from Ineffective Solutions	Tendency to avoid use of aggressive or withdrawing reactions in face of change	13	If I couldn't get excused from school for a trip, I'd stay home.	I would spend: (A) A great deal of time (B) Some time (C) Very little time (D) No time
	Emotional Adjustment	Perception of length of time needed to emotionally adjust to change	9	If this happened to you, how much time would you spend being upset?	

TABLE 2

Selected Internal Consistency Reliability Estimates on Sub and Total EQA Instruments

GRADE 5

Scale Names	Number Of Items	Norm Scoring Ability Group				Criterion Scoring (Total Group)		
		Low	Middle	High	Total	Level One	Level Two	Level Three
GSELF	10	.69	.77	.79	.76	.94	.76	.72
CONTENV	10	.56	.70	.72	.71	.98	.79	.68
RELATE	10	.67	.81	.84	.78	.96	.79	.75
SCHLIMAG	10	.58	.76	.79	.73	.94	.74	.69
TOTAL SCALE	40	.85	.91	.92	.91	.99	.95	.89
RACE	8	.81	.86	.87	.84	1.00	.87	.79
RELIG	8	.72	.78	.82	.77	.95	.74	.78
SES	8	.64	.68	.70	.67	1.00	.75	.60
INTELL	8	.69	.72	.76	.73	1.00	.88	.68
HANDCP	8	.74	.81	.83	.79	.95	.75	.78
TOTAL SCALE	40	.91	.93	.94	.92	1.00	.97	.90
GOAL-3V	30	N.A.	N.A.	N.A.	.83	N.A.	N.A.	N.A.
GOAL-3M	30	N.A.	N.A.	N.A.	.79	N.A.	N.A.	N.A.
LEARN	18	.82	.84	.83	.83	.98	.87	.76
SCHOOL	10	.72	.78	.80	.77	.93	.71	.69
TOTAL SCALE	28	.87	.89	.89	.88	.99	.92	.83
WELFDIG	10	.66	.66	.67	.66	.83	.66	.74
LAWAUTH	10	.80	.80	.81	.81	1.00	.88	.80
RESPINTG	10	.83	.85	.82	.83	.97	.84	.80
TOTAL SCALE	30	.90	.91	.90	.90	.99	.93	.89

TABLE 2 (Continued)

GOAL-6K	32	N.A.	N.A.	N.A.	.77	N.A.	N.A.	N.A.
VISLART	9	.68	.68	.70	.70	1.00	.96	.69
PERFMART	9	.65	.66	.66	.65	.91	.80	.74
SCIENCE	9	.68	.69	.71	.69	.94	.83	.75
WRITING	9	.59	.61	.64	.62	.87	.74	.74
TOTAL SCALE	36	.85	.86	.86	.85	1.00	.95	.86
GOAL-8K	30	N.A.	N.A.	N.A.	.71	N.A.	N.A.	N.A.
VALUING	19	.67	.68	.70	.75	.96	.84	.81
RECEIVING	19	.68	.75	.81	.75	.86	.75	.90
TOTAL SCALE	38	.78	.81	.84	.83	.95	.85	.89
EFFSOLN	15	.74	.73	.77	.75	.97	.88	.70
INEFFSOL	17	.80	.86	.87	.85	1.00	.92	.82
EMOTADJ	8	.80	.79	.80	.79	.78	.91	.99
TOTAL SCALE	40	.78	.84	.87	.84	.98	.90	.82

N.A. - Not Appropriate

TABLE 3

GRADE 8

Selected Internal Consistency Reliability Estimates on Sub and Total EQA Instruments

Scale Names	Number Of Items	Norm Scoring Ability Group				Criterion Scoring (Total Group)		
		Low	Middle	High	Total	Level One	Level Two	Level Three
CSELF	10	.68	.77	.81	.76	.94	.75	.72
CONTENV	10	.49	.60	.67	.61	.96	.72	.58
RELATE	10	.73	.81	.85	.80	.98	.82	.75
SCHLIMAG	10	.65	.75	.80	.75	.85	.72	.79
TOTAL SCALE	40	.83	.89	.91	.88	.99	.93	.87
RACE	7	.63	.73	.79	.72	.79	.64	.72
RELIG	7	.66	.76	.81	.75	.80	.70	.78
SES	7	.42	.57	.65	.55	.85	.60	.54
INTELL	7	.42	.55	.61	.52	.61	.45	.72
HANDCP	7	.58	.69	.73	.66	.87	.66	.58
TOTAL SCALE	35	.81	.88	.90	.87	.96	.87	.88
GOAL - 3V	30	N.A.	N.A.	N.A.	.80	N.A.	N.A.	N.A.
GOAL - 3M	30	N.A.	N.A.	N.A.	.82	N.A.	N.A.	N.A.
LEARN	15	.81	.81	.84	.82	.94	.84	.80
SCHOOL	15	.87	.88	.89	.89	.90	.84	.92
TOTAL SCALE	30	.90	.91	.92	.91	.96	.90	.91
WELFDIG	15	.68	.83	.85	.81	.79	.84	.97
LAWAUTH	21	.75	.88	.90	.86	.84	.90	.98
RESPINTG	18	.75	.86	.88	.84	.81	.90	.98
TOTAL SCALE	54	.87	.94	.94	.93	.92	.94	.99

TABLE 3 (Continued)

PHEALTH	24	.64	.78	.93	.78	.80	.95	.84
SAFETY	15	.76	.85	.85	.85	.84	.98	.88
DRUGS	15	.75	.82	.89	.83	.93	.89	.86
TOTAL SCALE	54	.83	.90	.87	.90	.94	.97	.91
VISLART	9	.75	.72	.76	.75	.79	.89	.74
PERFMART	9	.79	.77	.73	.77	.77	.95	.78
SCIENCE	9	.75	.76	.74	.75	.88	.80	.77
WRITING	9	.78	.75	.75	.77	.87	.8[illegible]	.77
TOTAL SCALE	36	.92	.91	.90	.91	.96	.93	.91
GOAL - 8K	30	.63	.56	.61	.75	N.A.	N.A.	N.A.
VALUING	24	.66	.70	.72	.73	.90	.87	.75
RECEIVING	24	.82	.85	.86	.84	.93	.96	.86
TOTAL SCALE	48	.83	.86	.88	.86	.93	.96	.86
EFFSOLN	13	.71	.71	.78	.73	.93	.77	.77
INEFFSOL	13	.79	.83	.84	.82	.96	.82	.84
EMOTADJ	9	.70	.73	.79	.74	.69	.95	.73
TOTAL SCALE	35	.80	.83	.86	.83	.96	.86	.86

N.A. - Not Appropriate

TABLE 3A
GRADE 11

Selected Internal Consistency Reliability Estimates on Sub and Total EQA Instruments

Scale Names	Number Of Items	Norm Scoring Ability Group				Criterion Scoring (Total Group)		
		Low	Middle	High	Total	Level One	Level Two	Level Three
CSELF	10	.74	.78	.81	.78	.96	.79	.73
CONTENV	10	.56	.66	.67	.64	.99	.82	.65
RELATE	10	.77	.80	.83	.80	.99	.87	.77
SCHLIMAG	10	.70	.76	.80	.77	.86	.75	.81
TOTAL SCALE	40	.86	.89	.91	.89	.99	.95	.87
RACE	7	.70	.77	.80	.76	.68	.69	.72
RELIG	7	.72	.76	.81	.77	.71	.74	.72
SES	7	.55	.62	.66	.61	.79	.67	.53
INTELL	7	.40	.52	.56	.49	.53	.41	.72
HANDCP	7	.60	.60	.72	.67	.77	.68	.57
TOTAL SCALE	35	.85	.89	.89	.88	.79	.90	.86
GOAL - 3V	30	NA	NA	NA	.82	NA	NA	NA
GOAL - 3M	30	NA	NA	NA	.84	NA	NA	NA
LEARN	10	.52	.59	.61	.60	.84	.47	.61
SCHOOL	17	.80	.82	.84	.82	.90	.78	.88
TEACHERS	10	.64	.68	.74	.70	.67	.76	.88
TOTAL SCALE	37	.85	.86	.87	.86	.94	.83	.92
WELFDIG	15	.77	.85	.87	.84	.82	.90	.98
LAWAUTH	21	.81	.87	.88	.86	.84	.89	.98
RESPINTG	18	.77	.84	.87	.84	.82	.89	.97
TOTAL SCALE	54	.89	.93	.94	.92	.92	.95	.99

TABLE 3A (cont'd)

PHEALTH	24	.68	.68	.76	.75	.81	.77	.91
SAFETY	15	.81	.81	.84	.84	.88	.82	.91
DRUGS	15	.87	.87	.90	.90	.93	.88	.94
TOTAL SCALE	54	.90	.90	.92	.91	.96	.91	.96
VISLART	9	.78	.81	.80	.80	.81	.78	.92
PERFMART	9	.73	.77	.81	.78	.76	.83	.98
SCIENCE	9	.74	.79	.79	.77	.83	.77	.88
WRITING	9	.73	.77	.81	.77	.80	.75	.90
TOTAL SCALE	36	.90	.92	.93	.92	.95	.91	.96
WORK	14	.69	.74	.81	.76	.99	.90	.74
CAREER	14	.80	.82	.85	.82	.99	.87	.77
GOAL 8-A TOTAL	28	.84	.85	.86	.86	.99	.95	.83
GOAL 8-K	30	.56	.58	.59	.74	NA	NA	NA
VALUING	24	.70	.73	.69	.75	.93	.79	.85
RECEIVING	24	.80	.85	.86	.86	.85	.86	.96
TOTAL SCALE	48	.84	.87	.87	.87	.94	.87	.95
EFFSOLN	13	.75	.77	.78	.77	.97	.87	.72
INEFFSOL	13	.78	.80	.78	.79	.96	.85	.74
EMOTADJ	9	.70	.77	.80	.75	.71	.84	.93
TOTAL SCALE	35	.80	.85	.85	.84	.98	.87	.83

N.A. - Not Appropriate

TABLE 4

TEST-RETEST RELIABILITY AND CONTINUITY INDICES FOR SUB AND TOTAL EQA INSTRUMENTS

GRADE 8

Scale Name	Test-Retest Reliability	Indices of Continuity (Criterion Scoring)		
		Level One	Level Two	Level Three
CSELF	.73	91%	81%	80%
CONTENV	.63	95%	87%	81%
RELATE	.79	94%	86%	85%
SCHLIMAG	.76	86%	79%	80%
TOTAL SCALE	.80	96%	88%	84%
RACE	.67	83%	78%	78%
RELIB	.72	82%	77%	79%
SES	.62	88%	80%	83%
INTELL	.64	80%	70%	80%
HANDCP	.69	86%	92%	73%
TOTAL SCALE	.76	91%	82%	83%
GOAL - 3V	.79	N.A.	N.A.	N.A.
GOAL - 3M	. 81	N.A.	N.A.	N.A.
LEARN	. 74	87%	80%	81%
SCHOOL	. 81	86%	84%	81%
TOTAL SCALE	. 81	88%	84%	81%
WELFDIG	. 67	71%	78%	85%
LAWAUTH	. 70	73%	79%	89%
RESPINTG	. 68	73%	79%	88%
TOTAL SCALE	. 73	77%	84%	91%
PHEALTH	. 67	71%	78%	85%
SAFETY	. 69	72%	77%	87%
DRUGS	. 75	87%	83%	81%
TOTAL SCALE	. 71	84%	76%	88%
VISLART	. 63	79%	75%	80%
PERFMART	. 54	73%	73%	80%
SCIENCE	. 60	84%	78%	76%
WRITING	. 56	84%	80%	76%
TOTAL SCALE	. 64	87%	80%	80%
GOAL - 8K	. 76	N.A.	N.A.	N.A.
VALUING	. 66	N.A.	N.A.	N.A.
RECEIVING	.75	N.A.	N.A.	N.A.
TOTAL SCALE	. 75	N.A.	N.A.	N.A.
EFFSOLN	. 63	87%	77%	75%
INEFFSOL	. 71	92%	84%	78%
EMOTADJ	. 68	70%	86%	87%
TOTAL SCALE	. 79	91%	82%	77%

TABLE 4A

TEST-RETEST RELIABILITY AND CONTINUITY INDICES
FOR SUB AND TOTAL EQA INSTRUMENTS
GRADE 11

Scale Name	Test-Retest Reliabiliability	Indices of Continuity (Criterion Scoring)		
		Level One	Level Two	Level Three
CSELF	.79	91%	85%	83%
CONTENV	.62	96%	86%	82%
RELATE	.75	95%	85%	83%
SCHLIMAG	.82	87%	84%	82%
TOTAL SCALE	.83	96%	89%	88%
RACE	.75	94%	88%	81%
RELIG	.74	90%	81%	80%
SES	.69	93%	82%	78%
INTELL	.68	86%	74%	75%
HANDCP	.68	89%	81%	76%
TOTAL SCALE	.78	94%	88%	79%
GOAL - 3V	.82	N.A.	N.A.	N.A.
GOAL - 3M	.81	N.A.	N.A.	N.A.
LEARN	.71	91%	76%	71%
SCHOOL	.77	91%	83%	77%
TEACHERS	.69	79%	73%	76%
TOTAL SCALE	.78	95%	86%	80%
WELFDIG	.76	78%	81%	81%
LAWAUTH	.78	77%	80%	87%
RESPINTG	.75	76%	82%	89%
TOTAL SCALE	.84	78%	82%	85%
PHEALTH	.62	71%	83%	91%
SAFETY	.66	79%	70%	85%
DRUGS	.77	81%	74%	88%
TOTAL SCALE	.74	82%	79%	80%
VISLART	.60	82%	75%	86%
PERFMART	.69	74%	81%	73%
SCIENCE	.67	82%	78%	85%
WRITING	.62	77%	80%	82%
TOTAL SCALE	.66	86%	73%	76%
WORK	.73	83%	91%	74%
CAREER	.78	87%	79%	84%
GOAL 8-A TOTAL	.79	86%	80%	84%
GOAL - 8K	.79	N.A.	N.A.	N.A.
VALUING	.73	N.A.	N.A.	N.A.
RECEIVING	.78	N.A.	N.A.	N.A.
TOTAL SCALE	.76	N.A.	N.A.	N.A.
EFFSOLN	.69	89%	83%	77%
INEFFSOL	.68	90%	82%	76%
EMOTADJ	.65	71%	88%	84%
TOTAL SCALE	.70	96%	81%	77%

TABLE 5

CORRESPONDENCE BETWEEN TEACHER NOMINATIONS AND TEST SCORES FOR SEVEN EQA INSTRUMENTS

GRADE 8

SCALE NAME	Statistic				
	H Group	L Group	't'	Prob.	Pt. Biserial r
CSELF	19.27	16.77	2.48	.01	.23
CONTENV	21.07	19.21	2.36	.01	.22
RELATE	20.82	16.79	4.15	.0001	.37
SCHLIMAG	18.08	15.06	3.05	.001	.27
GOAL I TOTAL	79.25	67.98	3.68	.0001	.33
RACE	12.61	11.76	1.32	N.S.	.11
RELIG	12.08	10.98	1.45	N.S.	.12
SES	13.24	11.98	2.21	.05	.18
INTELL	11.73	10.61	2.08	.05	.17
HANDCP	13.33	12.32	1.82	.07	.14
GOAL II TOTAL	62.96	57.56	2.32	.05	.18
LEARN	44.07	38.62	3.90	.0001	.34
SCHOOL	42.58	32.00	6.06	.0001	.50
GOAL IV TOTAL	86.63	70.66	5.58	.0001	.47
WELFDIG	20.84	16.42	5.45	.0001	.37
LAWAUTH	26.91	20.23	5.94	.0001	.39
RESPINTG	22.46	17.77	4.53	.0001	.31
GOAL V TOTAL	70.21	54.52	6.13	.0001	.41
PHEALTH	29.80	26.92	2.55	.01	.19
SAFETY	19.32	17.21	2.14	.05	.16
DRUGS	25.39	21.20	4.76	.0001	.34
GOAL VI TOTAL	74.46	65.34	3.84	.0001	.28
VISLART	12.32	11.52	.67	N.S.	.05
PERFMART	8.76	8.25	.49	N.S.	.04
SCIENCE	13.33	13.23	.08	N.S.	.00
WRITING	11.43	13.36	-1.70	N.S.	-.14
GOAL VII TOTAL	45.84	46.34	.12	N.S.	.01
EFFSOLN	24.22	23.33	1.12	N.S.	.09
INEFFSOL	28.21	25.49	2.51	.01	.19
EMOTADJ	12.79	14.13	1.66	N.S.	.14
GOAL X TOTAL	65.45	62.96	1.21	N.S.	.10

Note - N.S. - Not statistically significant at or above .05 probability level.

TABLE 5A

CORRESPONDENCE BETWEEN TEACHER NOMINATIONS AND
TEST SCORES FOR SEVEN EQA INSTRUMENTS
GRADE 11

SCALE NAME	Statistic				
	H Group	L Group	't'	Prob.	St. Biserial r
CSELF	19.78	17.21	3.46	.0001	.26
CONTENV	21.66	18.82	5.02	.0001	.36
RELATE	20.56	18.23	3.58	.0001	.26
SCHLIMAG	18.71	14.29	6.01	.0001	.41
GOAL I TOTAL	80.72	68.59	5.82	.0001	.40
RACE	14.39	12.67	3.11	.001	.22
RELIG	13.03	12.49	.91	N.S.	.06
SES	13.97	13.00	2.32	.05	.17
INTELL	12.36	11.42	2.10	.05	.15
HANDCP	14.15	13.02	2.40	.01	.17
GOAL II TOTAL	17.93	62.58	2.66	.001	.19
LEARN	18.54	15.49	6.56	.0001	.44
SCHOOL	31.93	26.99	5.01	.0001	.35
TEACHERS	16.19	13.85	4.41	.0001	.32
GOAL IV TOTAL	66.67	56.34	6.44	.0001	.44
WELFDIG	25.02	20.32	4.25	.0001	.31
LAWAUTH	28.57	21.51	5.73	.0001	.41
RESPINTG	26.23	20.30	5.47	.0001	.39
GOAL V TOTAL	79.83	62.12	6.03	.0001	.43
PHEALTH	25.66	23.72	1.65	N.S.	.14
SAFETY	29.38	25.24	3.46	.0005	.28
DURGS	35.71	29.28	3.96	.0001	.29
GOAL VI TOTAL	90.74	78.30	3.63	.0001	.29
WORK	32.28	27.53	4.93	.0001	.36
CAREER	30.14	27.31	2.50	.01	.19
GOAL VII-A TOTAL	62.41	54.86	4.09	.0001	30
VISLART	12.98	9.68	2.78	.005	.22
PERFMART	8.54	6.95	1.55	N.S.	.12
SCIENCE	11.14	9.75	1.15	N.S.	.09
WRITING	9.56	9.04	.50	N.S.	.04
GOAL VII TOTAL	42.19	35.42	1.77	.07	.14
EFFSOLN	30.19	27.59	2.58	.01	.20
INEFFSOL	32.53	31.19	1.24	N.S.	.10
EMOTADJ	14.15	14.59	.50	N.S.	.04
GOAL X TOTAL	76.87	73.39	1.60	N.S.	.12

Note - N.S. - Not statistically significant at or above .05 probability level.

TABLE 6

GRADE 8

CORRESPONDENCE OF STUDENT PLACEMENT INTO HIGH-LOW GROUPS BY TEACHER NOMINATION AND TEST SCORES FOR SEVEN EQA INSTRUMENTS: CRITERION-REFERENCED SCORING

Scale Name	Scoring Levels: Level One				Level Two				Level Three			
	% Passing Per Group High	Low	Diff*	Prob.	% Passing Per Group High	Low	Diff*	Prob.	% Passing Per Group High	Low	Diff*	Prob.
Self Esteem	97	92	5	N.S.	89	61	28	.0001	69	43	27	.0020
Tolerance toward Others	91	85	6	N.S.	75	72	3	N.S.	40	26	14	.0050
Interest in School	96	72	24	.0004	80	45	35	.0001	67	42	35	.0001
Citizenship	76	30	36	.0001	39	13	26	.0001	18	6	12	.0100
Health Habits	96	72	24	.0001	60	43	17	.0100	16	11	5	N.S.
Creative Activities	88	79	9	N.S.	77	62	16	.0200	37	30	7	N.S.
Preparing for Change	99	96	3	N.S.	84	82	2	N.S.	23	10	13	.0300

Note: Diff* stands for difference between per cent passing in High vs Low groups.

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TABLE 6A

CORRESPONDENCE OF STUDENT PLACEMENT INTO HIGH-LOW GROUPS BY TEACHER NOMINATION AND TEST SCORES FOR SEVEN EQA INSTRUMENTS: CRITERION-REFERENCED SCORING
GRADE 11

SCALE NAME	Scoring Levels: Level One				Level Two				Level Three			
	% Passing Per Group High	Low	Diff*	Prob.	% Passing Per Group High	Low	Diff*	Prob.	% Passing Per Group High	Low	Diff*	Prob.
Self Esteem	99	94	5	.0900	94	73	21	.0001	80	38	42	.0001
Tolerance toward Others	95	95	0	N.S.	89	84	5	N.S.	59	52	7	N.S.
Interest in School	96	89	7	N.S.	91	61	30	.0001	50	25	25	.0001
Citizenship	90	58	32	.0001	64	22	42	.0001	21	12	9	N.S.
Health Habits	88	70	18	.0080	63	45	18	.0200	48	16	32	.0090
Creative Activities	84	74	10	N.S.	65	45	20	.0090	28	16	12	.0700
Vocational Attitudes	99	96	3	N.S.	96	79	15	.0007	87	53	34	.0001
Preparing for Change	96	90	6	N.S.	81	78	3	N.S.	52	38	14	.0800

Note: Diff* stands for difference between per cent passing in High vs Low groups.

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TABLE 7

FROM ADMINISTRATORS, DEPARTMENT RECORDS AND TEACHERS

VARIABLE AND COMPUTER CODE	MEASURE	WEIGHTING	INDEX DESCRIPTION
GRENROLL (Grade enrollment)	The school administrator reported enrollment of the grade under consideration.	Actual number of students in the participating grade.	A higher value indicates a larger grade enrollment.
PCTATTEN (Percentage attendance)	The school administrator reported the attendance data for the grade under consideration.	Expressed to nearest tenth of a per cent.	A higher value indicates a higher attendance rate.
INSEXADM (Instructional expenses per average daily membership)	The instructional expenses of the secondary program were divided by the Average Daily Membership of the elementary schools.	Expressed in nearest whole dollar for 1972-73.	A higher value indicates that the district expends relatively more funds per student for secondary instruction.
TLOCALE (Teacher locale)	The teachers reported where they spent most of their lives.	2 = More than 100 miles from boundaries of this school district 1 = More than 30 miles but less than 100 miles 0 = In or within 30 miles	A higher value indicates that the school teaching staff is drawn from more distant areas.
TSATPAR TSATFS TSATST (Teacher satisfaction with relationships with:) 1) Parents 2) Staff 3) Students	The teachers reported how satisfied they were with their relationship with: Parents and parent groups Fellow staff members Students	3 = Very satisfied 2 = Somewhat satisfied 1 = Somewhat dissatisfied 0 = Very dissatisfied	A higher value on any of these indicies indicates that the teaching staff of the school is more satisfied with its relationships with the group.
TCLATT (Attitude toward classroom teaching)	The teachers reported if they enjoy classroom teaching.	4 = Almost always true 3 = Usually true 2 = Sometimes true 1 = Seldom true 0 = Almost never true	A higher value indicates that teaching staff more often enjoy classroom teaching.
PERSAD (Teacher perception of school administration)	The teachers responded to 6 items concerning their feelings about the school administration.	4 = Always true 3 = Usually true 2 = Sometimes true 1 = Seldom true 0 = Never true Range: 0-24	A higher value on this index indicates a more positive attitude of the school's teaching staff toward the school administration.
PERDAD (Teacher perception of district administration)	The teachers responded to 3 items concerning their feelings about the district administration.	4 = Always true 3 = Usually true 2 = Sometimes true 1 = Seldom true 0 = Never true Range: 0-12	A higher value on this index indicates a more positive attitude of the school's teaching staff toward. the district administration.
CLPRACT (Classroom practices)	The teachers reported the extent to which they used 11 classroom practices judged to be innovative (e.g., pupil participation in lesson planning).	3 = I use it daily 2 = I use it weekly 1 = I use it monthly 0 = I do not use it Range: 0-33	A higher value indicates the teaching staff report more frequent usage of these practices.
PERLERAT (Teacher perception of learning atmosphere)	The teachers indicated whether each of 13 school problems constituted a problem in their school.	1 = No 0 = Yes Range: 0-13	A higher value indicates a positive learning atmosphere, that teachers feel fewer of the listed problems affect their school.

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TABLE 7 (Continued)

FROM ADMINISTRATORS, DEPARTMENT RECORDS, AND TEACHERS (Continued)

VARIABLE AND COMPUTER CODE	MEASURE	WEIGHTING	INDEX DESCRIPTION
TPERPAR (Teacher perception of parents)	The teachers indicated whether each of 5 conditions related to parental attitude constituted a problem in their school.	1 = No 0 = Yes Range: 0-5	A higher value indicates a positive attitude on the part of the teacher toward the parents and home.
TPEP (Teacher perception of environmental press)	The teachers responded to 8 items regarding their feelings about their self-assuredness.	Almost always true of me Often true of me Sometimes true of me Seldom true of me Almost never true of me Range: 0-32	A higher value indicates that the teachers are relatively more self-assured.
PCTFEM (Per cent female teachers)	The teachers indicated their sex.	Expressed in percentage.	A higher value indicates that the school has a higher percentage of female teachers.
TEDUC (Teacher education)	The teachers indicated the level of formal education they have attained.	4 = Doctor's degree 3 = Master's degree plus 1 year 2 = Master's degree or equivalency 1 = Bachelor's degree 0 = No degree	A higher value indicates that the school's instructional staff reported a higher level of formal education.
STAFFP (Teacher to pupil ratio)	The teachers reported their average class size excluding supervisory duties such as study hall.	Expressed as a teacher to pupil ratio.	The percentile rank indicates the per cent of schools with a greater average class size.
HRPERWK (Teacher hours of instruction per week)	The teachers reported the number of clock hours they are assigned to classroom instruction per week. week.	Expressed as average hours per week.	A higher value indicates that the teachers of the school spend relatively more hours in the classroom.
TEXPER (Teacher experience)	The teachers reported the total years of service in education including current school year.	Expressed as average years' experience.	A higher value indicates that the teachers of the school have relatively more years of teaching experience.
PREPERDY[1] (Number of teacher preparations per day)	The teachers reported the number of different courses, on the average, they teach per day.	Expressed as average number of preparations per day.	A higher value indicates that the teachers have relatively more preparations per day.

[1] Grade 11 only

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TABLE 8

FROM STUDENTS

VARIABLE AND COMPUTER CODE	MEASURE	WEIGHTING	INDEX DESCRIPTION
FOCC (Father's occupation)	The students reported the occupation most like their fathers or male guardians found on a list of 145 possible occupations and 6 special categories.	The occupational categories were weighted from 1 to 96 according to a combination of education needed to secure the occupation and income derived from the occupation.	A higher value indicates that the school tends to draw a large proportion of its students from homes where the fathers are employed in higher-paying jobs requiring a higher educational level.
OCDESIRE[1] (Occupational desire)	From the list of 145 occupations mentioned above, the students reported the occupations most like those they wish to follow when finished in school.	Same weighting used in FOCC above.	A higher value indicates that the students desire to attain higher paying jobs requiring a higher educational level.
OCEXPECT[1] (Occupational expectation)	From the list of 145 occupations the students reported the occupations most like those they really expect to follow when finished in school.	Same weighting used in FOCC above.	A higher value indicates that the students expect to attain higher paying jobs requiring a higher educational level.
PCTGIRLS (Per cent girls)	The students indicated their sex.	Expressed in percentage.	A higher value indicates that the school has a greater proportion of girls in the grade level.
MEDUC (Mother's education)	The students reported the highest level of formal education attained by their mothers or female guardians.	8 = Ph.D. or professional degree 7 = Some work toward Ph.D. or professional degree 6 = Master's degree 5 = Bachelor's degree 4 = Some college, vocational, technical, business school after high school 3 = High school graduate 2 = Some high school, but not a graduate 1 = Completed grade school 0 = None or some grade school	A higher value indicates that the school draws students from homes in which the mothers have attained a higher average level of formal education.
RESIDE (Type of community)	The students with the aid of the monitor reported the type of communities in which they were then living.	7 = In Philadelphia or Pittsburgh 6 = Inside a large city (100,000 to 500,000 people). 5 = Inside a medium size city (10,000 to 100,000) 4 = In a suburb of Philadelphia or Pittsburgh 3 = In a suburb of a large city 2 = In a suburb of a medium size city 1 = In a small town (less than 10,000 people) 0 = In the open country or in a farming community	A higher value indicates that the students reside in larger areas of dense population, i.e., more removed from open space.
PCTWHITE (Per cent white students)	The students reported their race.	Expressed in percentage.	A higher value indicates that the school has a greater proportion of white students in the grade level.
LIBRARY (Accessibility of library)	The students reported how often they were able to use the school library.	4 = As often as I need to 3 = Frequently, but not as often as I would like to 2 = Only two or three days a week 1 = Only when my class is scheduled for library work 0 = No library in school	A higher score indicates that the students report greater accessibility of the library.

[1] Grade 11 only

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TABLE 8 (Continued)

FROM STUDENTS (Continued)

VARIABLE AND COMPUTER CODE	MEASURE	WEIGHTING	INDEX DESCRIPTION
COUNSEL[2] (Accessibility of counselor)	The students reported how often they were able to talk to the school guidance counselor about a concern.	4 = Whenever I need to 3 = Often, but not as frequently as I would like to 2 = Only when making out a class schedule 1 = Only in group guidance session 0 = No guidance counselor	A higher value indicates that the students report freer access to the guidance staff.
STABLE (Stability of student residence)	The student reported the number of different school buildings attended within the past 3 years because family changed residence.	4 = My family has not moved within the past 3 years 3 = 2 school buildings 2 = 3 school buildings 1 = 4 school buildings 0 = 5 school buildings	A higher value indicates that the students come from families which are less mobile.
PARATT[3] (Parental attitude toward school)	The students reported their opinions on three items: (1) My parents enjoy hearing about school (2) My parents feel the school is doing a good job (3) My parents support what the school does	3 = Almost always 2 = Usually 1 = Sometimes 0 = Almost never Grade 8 & 11 Range: 0-9 Grade 5 Range: 0-6	A higher value indicates that the students felt their parents have a great interest in the school, a higher opinion of the work of the school, and greater support of the school.
MORESB[2] (Mores - Boys)	The students reported their perception of the single best way for a boy to get to be important and looked up to by other students.	6 = Being bright and well-informed 5 = Doing well in school 4 = Being a leader in school activities 3 = Being fun to be with 2 = Being an athletic star or a cheerleader 1 = Being good-looking 0 = Coming from the right family	A higher score indicates that students perceive intellectual factors as relatively more important than social factors or athletics in determining a boy's popularity.
MORESG[2] (Mores - Girls)	The students reported their perception of the single best way for a girl to get to be important and looked up to by other students.	Same as for MORESB above.	A higher score indicates the students perceive intellectual factors as relatively more important than social factors in determining a girl's popularity.
VALUES[2] (Personal values)	The students reported the quality which was most important to them as individuals regardless of what others may choose.	Same as for MORESB above.	A higher score indicates that students perceive intellectual pursuits as having more personal value than social status factors.
HOMECLIM (Home climate)	The students reported their opinions on 8 items about home conditions.	Very much like me Usually like me Usually unlike me Very much unlike me Range: 0-24	A higher value indicates that the students have more favorable attitudes toward their home conditions.

[2] Grade 8 and 11 only

[3] Only the first two items were used for grade 5.

TABLE 9

CORRELATION COEFFICIENTS
AMONG SCHOOL GOAL SCORES
GRADE 5, N=354

	I	II	III-V	III-M	IV	V	VI	VII	VIII-K	IX
I										
II	30									
III-V	47	25								
III-M	46	29	86							
IV	38	48	00	06						
V	33	47	18	28	64					
VI	43	25	82	80	01	25				
VII	44	27	28	28	26	17	21			
VIII-K	50	25	81	79	04	21	80	26		
IX	49	47	46	54	43	52	55	34	52	
X	53	46	48	53	49	69	47	29	48	53

NOTE: All correlation coefficients have been rounded to two decimal places and the leading decimal points have been omitted.

$|r| \geq 0.11$ is significant at the .05 level
$|r| \geq 0.14$ is significant at the .01 level

TABLE 10

CORRELATION COEFFICIENTS
AMONG SCHOOL GOAL SCORES
GRADE 8, N=236

	I	II	III-V	III-M	IV	V	VI	VII	VIII-K	IX
I										
II	30									
III-V	32	27								
III-M	27	28	92							
IV	41	33	09	06						
V	-04	30	09	09	56					
VI	22	39	25	25	58	72				
VII	20	-05	-33	-32	-03	-20	-30			
VIII-K	35	27	90	87	11	07	30	-43		
IX	43	55	28	24	67	48	55	-05	30	
X	40	33	-05	-06	65	48	54	05	00	52

NOTE: All correlation coefficients have been rounded to two decimal places and the leading decimal points have been omitted.

$|r| \geq 0.13$ is significant at the .05 level
$|r| \geq 0.17$ is significant at the .01 level

TABLE 11

CORRELATION COEFFICIENTS
AMONG SCHOOL GOAL SCORES
GRADE 11, N=189

	I	II	III-V	III-M	IV	V	VI	VII	VIII-A	VIII-K	IX
I											
II	38										
III-V	23	31									
III-M	10	28	90								
IV	42	15	17	12							
V	05	47	18	28	27						
VI	13	32	-15	-11	22	64					
VII	43	08	-04	-13	25	-11	-12				
VIII-A	39	36	27	26	33	58	50	-08			
VIII-K	13	25	91	88	10	28	-05	-13	32		
IX	40	55	40	40	38	59	43	04	62	42	
X	45	34	-18	-19	24	35	66	05	45	-19	39

NOTE: All correlation coefficients have been rounded to two decimal places and the leading decimal points have been omitted.

$|r| \geq 0.14$ is significant at the .05 level
$|r| \geq 0.19$ is significant at the .01 level

TABLE 12

CORRELATION COEFFICIENTS BETWEEN
SCHOOL CONDITION VARIABLE SCORES AND SCHOOL GOAL SCORES
GRADE 5, N=354

VARIABLE		I	II	III-V	III-M	IV	V	VI	VII	VIII-K	IX	X
GRENROLL	1											
PCTATTEN	2		14	34	36		22	36		27	18	20
INSEXAIM	3	20		19			-21			12		
TLOCALE	4			12								
TSATPAR	5	27	17	38	38		14	38	16	33	18	23
TSATFS	6											
TSATST	7	15		34	32		12	31	14	27	14	16
TCLATT	8			21	22		13	19		14		
PERSAD	9			13	17		13	16		12		13
PERDAD	10				13		14					
CLPRACT	11								13			
PERLERAT	12	24	12	41	39		16	36	13	36	19	25
TPERPAR	13	23	15	40	38		11	39	13	35	16	24
TPEP	14			11						12		
PCTFEM	15	11		14	14					17		
TEDUC	16	14				-17	-20				-13	
STAFFP	17							-12				
HRPERWK	18			-12								
TEXPER	19		18			11	11				16	
FOCC	21	48	20	72	64			60	37	66	29	38
PCTGIRLS	24						17					
MEDUC	25	47	16	65	58			58	32	62	26	35
RESIDE	26			-11	-18		-34	-23			-16	-18
PCTWHITE	27	22		44	50		33	54		44	34	32
LIBRARY	28	15	14	27	19		12	19	12	27		23
STABLE	30	13		30	31		14	30		28	19	12
PARATT	31	59	35	42	45	41	42	41	37	49	48	49
HOMECLIM	35	80	29	38	40	38	35	36	41	43	49	55

NOTE: All correlation coefficients have been rounded to two decimal places and the leading decimal points have been omitted. Only $|r| \geq 0.11$ are printed because:
$|r| \geq 0.11$ is significant at the .05 level
$|r| \geq 0.14$ is significant at the .01 level

TABLE 13

CORRELATION COEFFICIENTS BETWEEN
SCHOOL CONDITION VARIABLE SCORES AND SCHOOL GOAL SCORES
GRADE 8, N=236

		I	II	III-V	III-M	IV	V	VI	VII	VIII-K	IX	X
GRENROLL	1			17	18	-17	-22	-13	13	14		
PCTATTEN	2			52	52		29	28	-48	51	16	
INSEXAIM	3	25		14	13		-29	-19	19			
TLOCALE	4			15	17		28				14	
TSATPAR	5	26	13	51	49			15	-22	46	16	
TSATFS	6			19	16				-15	17		
TSATST	7	16		37	37	15	16	13	-15	33	19	
TCLATT	8	17	16	36	35	15	15		-18	31	19	
PERSAD	9			16	14							
PERDAD	10			16	16					15		
CLPRACT	11	13			-15			-14		-15		
PERLERAT	12			43	40				-25	39		
TPERPAR	13	20		46	44				-23	41		
TPEP	14	31		16	16		-17	-16	20	13		
PCTFEM	15	23					-18					
TEDUC	16	32		18	19		-22		23	18		
STAFFP	17		-15	-19	-15					-23		
HRPERWK	18			-16	-17				14	-13		
TEXPER	19					15	15	22	-18	15		18
FOCC	21	41	22	71	72		-21			66		
PCTGIRLS	24		18									
MEDUC	25	49	27	62	64		-22			58	16	
RESIDE	26	34		-16	-15	-13	-51	-33	49	-16		
PCTWHITE	27	-14	15	64	64		27	31	-54	69		-18
LIBRARY	28	-13			18		17					
COUNSEL	29											
STABLE	30			30	28	16	28	38	-52	34	18	
PARATT	31	44	33	49	51	46	21	36		49	43	28
MORESB	32			-46	-44	34	27	19	17	-44	25	41
MORESG	33			-46	-46	36	24	18	16	-45	30	39
VALUES	34	18	-23	-23	43	15	20	19		-20	29	44
HOMECLIM	35	64	22	21	18	44	22	40		27	41	40

NOTE: All correlation coefficients have been rounded to two decimal places and the leading decimal points have been omitted. Only $|r| \geq 0.13$ are printed because:

$|r| \geq 0.13$ is significant at the .05 level
$|r| \geq 0.17$ is significant at the .01 level

TABLE 14

CORRELATION COEFFICIENTS BETWEEN
SCHOOL CONDITION VARIABLE SCORES AND SCHOOL GOAL SCORES
GRADE 11, N=189

		I	II	III-V	III-M	IV	V	VI	VII	VIII-A	VIII-K	IX	X
GRENROLL	1	24		24	15	20	-19	-21	19		17		
PCTATTEN	2	-33		40	50		32		-38	19	48	21	-17
INSEXADM	3	33		22	19	24		-15	34		16		
TLOCALE	4	-16		20	26	21	29				20		-16
TSATPAR	5			58	59	25	25			26	57	27	
TSATFS	6	-15											
TSATST	7	14		36	38	32				20	34	19	
TCLATT	8	20	21	36	32	27					33	17	
PERCAD	9			17	16	40	22			14	19		
PERDAD	10			14		24	22				14		
CLPRACT	11	16				34			18				
INTELERAT	12			39	40	29	25				42	15	
TPERPAR	13			24	28	21	16				30		
TPER	14	34		20		35			37				
PCTPEM	15	21							23				
TEDUC	16	42		32	24	32		-14	34		24		
STAFFP	17												
HRPERWK	18			-22	-16						-17		
TEXPER	19		19					15				15	14
PREPERDY	20	-20					32	21	-19	21		17	
FOCC	21	36	23	77	68	25		-30	23	15	67	25	-26
OCDESIRE	22	59	26	56	41	27	-18	-25	36		44	25	
OCEXPECT	23	63	24	52	38	29	-17	-25	36	14	41	27	
PCTGIRLS	24		18				28	21		17		16	
MEDUC	25	40	23	75	66	33		-24	30	24	65	32	-19
RESIDE	26	50				24	-41	-28	33				
PCTWHITE	27	-40		50	58	-22	30		-53	21	59	18	-27
LIBRARY	28					30					15	14	
COUNSEL	29			17	22	22	20	22	-20	25	18	19	20
STABLE	30	-15				-14		19	-41				15
PARATT	31	38	28	46	36	61	26	14		36	42	42	21
MORESB	32	30		-17	-29	31			28		-23		26
MORESG	33	30		-29	-39	28		27	23		-31	19	39
VALUES	34	44	18			41		19	31	23		29	38
HOMECLIM	35	63	31			36	28	32		34		32	46

NOTE: All correlation coefficients have been rounded to two decimal places and the leading decimal points have been omitted. Only $|r| \geq 0.14$ are printed because:

$|r| \geq 0.14$ is significant at the .05 level
$|r| \geq 0.19$ is significant at the .01 level

TABLE 15

CORRELATION COEFFICIENTS AMONG
SCHOOL CONDITION VARIABLE SCORES
GRADE 5, N=354

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	21	24	25	26	27	28	30	31
GRENROLL	1																											
PCTATTEN	2																											
INSEXAIM	3		-28																									
TLOCALE	4	14		28																								
TSATPAR	5		28	13																								
TSATFS	6	-17				19																						
TSATST	7		29			56	22																					
TCLATT	8		18			38	14	52																				
PERSAD	9				12	41	30	35	28																			
PERDAD	10		17			36	22	33	21	55																		
CLPRACT	11					26		25	28	20																		
PERLERAT	12		20	13		54	42	52	35	63	53	18																
TPERPAR	13		26	13		66		46	29	34	38	11	62															
TPEP	14		-11	29	16	18	23	21	19	32	14	19	28															
PCTPEM	15	-22		22	14	17			11			14		12														
TEDUC	16	17	-17	36	24				-17		-13				23													
STAFFP	17	-29		41												17												
HRPERAK	18	-11		-16	-19			-11					-14	-13			-12	-13										
TEXPER	19	-14			-21	15			11							18												
POCC	21	16	15	36	23	41		27		17		12	34	35	24	23	26											
PCTGIRLS	24																											
MEDUC	25	15	15	28	19	34		27		14		16	28	30	22	17	21				85							
RESIDE	26		-44	47		-14		-23	-22		-25		-12	-13	22		39	21			12							
PCTWHITE	27		45	-31		36		34	31	13	26		34	30			-12	-25			27		28	-42				
LIBRARY	28	21	11	20	22	18		12	13	11		22	20	14		11	16		-18		24		23		11			
STABLE	30		21	-12	-18	18		12	14				13	23	-18					11				-21	40			
PARATT	31		12			22		17		12			25	21							14	43		39	12	24	16	14	
HOMECLIM	35					18		11					16	19								36		32		18	11	14	54

NOTE: All correlation coefficients have been rounded to two decimal places and the leading decimal points have been omitted. Only $|r| \geq 0.11$ are printed because:

$|r| \geq 0.11$ is significant at the .05 level
$|r| \geq 0.14$ is significant at the .01 level

TABLE 16

CORRELATION COEFFICIENTS AMONG
SCHOOL CONDITION VARIABLE SCORES
GRADE 8, N=236

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	21	24	25	26	27	28	29	30	31	32	33	34
GHSENROLL	1																															
FCTATTEN	2																															
INSHAIM	3																															
TLOCALE	4		13	25																												
TSATPAR	5		42																													
TSATFS	6	15	23			32																										
TSATST	7		38			66	31																									
TCLASS	8		35		13	54	30	71																								
PERSAD	9					43	46	48	44																							
PERDAD	10		24			40	24	35	27	52																						
CLFRACT	11		-17	15		16		16	28	23																						
PERLEMGT	12		43			66	53	69	59	72	56	13																				
TPERPAR	13		41	14		64	41	56	47	43	40	16	73																			
TPRP	14			27	13	28	29	36	43	47	19	26	38	26																		
FCTFRM	15		-14	17					16			51			17																	
TEDUC	16		-14	38		20									26																	
STAFF	17	-29		34	23																											
REFERAL	18	-13	-13	-13		-19		-18	-14	-17	-27	19	-24	-27																		
TEXPER	19	-14	13		-19	21											19															
FOOC	21	35	24	42	25	38	18	23	27	18			32	38	32	14	36		-18													
FCTGIRLS	24					-15								-15																		
MEDUC	25	24		43	18	40		23	23	16		13	24	31	35	20	45				88											
MEHIDE	26	23	-37	36	-18	-13		-23	-16		-20	20	-19		32	37	39				24		32									
FCTWHITE	27		67	-27		34	13	28	29		14	-26	38	28		-26		-27		20	27			-54								
LIBRART	28		20		22								13			-14	-13							-27	20							
COUNSEL	29	19			21				-13							-18					18					27						
STABLE	30	-25	43	-24		24		24	26			-13	24	25		-15	-16			15			-14	-42	50							
PARATT	31	15	19	15		32	23	30	26	27	19		32	28	25		13				48		46		28	16	25	16				
MORESS	32	-21	-32			-24		-20	-15	-13			-26	-26	-13				16		-48		-35		-37		-15					
MORESG	33	-23	-37			-25		-23	-17			13	-26	-28				13	17		-48		-32		-47		-16		84			
VALUES	34	-19	-28	15		-20	-14	-16	-17	-17			-28	-18							-17			17	-38				13	57	51	
HOMECLIM	35					14								14	13						15		22					13	44	13		24

NOTE: All correlation coefficients have been rounded to two decimal places and the leading decimal points have been omitted. Only $|r| \geq 0.13$ are printed because:

$|r| \geq 0.13$ is significant at the .05 level
$|r| \geq 0.17$ is significant at the .01 level

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TABLE 17

CORRELATION COEFFICIENTS AMONG
SCHOOL CONDITION VARIABLE SCORES
GRADE 11, N=189

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
GRDENROLL	1																																	
PCTATTEN	2	-22																																
INDEXADM	3	17																																
TLOCALE	4		15	26																														
TRATPAR	5		42																															
TRATFS	6		24		22	33																												
TRATST	7	15	15			59	24																											
TCLATT	8	20		21		42	15	63																										
PERSAD	9				23	34	44	42	35																									
PERDAD	10		22			41	32	32	21	51																								
CLPRACT	11	17	-14					14	23	18																								
PERLERAT	12		34	16	24	60	50	56	44	71	60																							
TPERPAR	13		33		16	52	42	52	27	39	45		66																					
TPEP	14	29	-20	27		22	15	34	52	31		33	24	16																				
PCTPEM	15	14	-30	14					17						24																			
TEDUC	16	47	-19	49		21	-14	17	22			21			39	14																		
STAFFP	17	-17		39	21					21			22																					
INDEXRAK	18	-23		-18				-16	-27						-19																			
TEXPER	19				-32	26			19							21	-16																	
PREPENDT	20	-51	21		31		15	-15	-14	18					-27		-33	19	30															
PUCC	21	44		48	28	39		27	37	20			26	14	36		51		-28		-24													
OCCESSIBE	22	46	-15	44		25		18	30						39	18	63		-22		-42	76												
OCCEXPECT	23	47	-15	44		23		21	26			14			36	17	62		-22		-43	74	92											
PCTGIRLS	24																																	
MEDUC	25	33		45	28	44		33	42	24		15	28	17	41		52		-25		-16	89	70	69									
RESIDE	26	52	-46	38	-19		-15				-18	17			38	22	54				-42	34	62	61		30								
PCTWHITE	27		68	-24		40		17				-14	32	19	-20	-27	-21	-19			21	16	-19	-17		14	-49							
LIBRARY	28					20		18						18								15				18								
COUNSEL	29		27			36		20			27		15	18		-21											-14	25	25					
STABLE	30	-25	29	-34	-19					-14					-27	-17	-25		23	14		-34	-30	-32		-31	-25	29		25				
PARATT	31	15	14	15		48	14	39	30	27	26		39	34	21		29					36	40	42		42	16		27	29				
MOBSES	32	20	-32		-16	-15						19	-16		34		21		-18		-31			16			28	-41			-16	14		
MOBSEC	33		-34		-18	-18							-17		25				-14		-22	-27				-21	14	-46				79		
VALUES	34		-34	19											28	16	21						32	29		16	31	-43				36	38	41	
HSMSCLIM	35		-20	15		14	-17								14		27			14			26	30		15	24	-23	15			39	27	24	33

NOTE: All correlation coefficients have been rounded to two decimal places and the leading decimal points have been omitted. Only $|r| \geq 0.14$ are printed because:

$|r| \geq 0.14$ is significant at the .05 level
$|r| \geq 0.19$ is significant at the .01 level

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TABLE 18
PREDICTION EQUATIONS
GRADE 5

	Variable	Regression Weight	Partial Correlation Coefficient	
Goal I	MEDUC	3.123	.33	Intercept = 44.909
	PARATT	5.055	.46	S.E.E. = 3.472
				R^2 = 37.9
Goal II	TLOCALE	1.682	.13	
	TEXPER	0.116	.11	Intercept = 53.028
	RESIDE	-0.198	-.09	S.E.E. = 4.116
	PARATT	2.905	.23	R^2 = 15.6
	HOMECLIM	0.616	.13	
Goal III-V	TPERPAR	0.442	.20	
	FOCC	0.094	.65	Intercept = 5.889
	PCTWHITE	0.033	.37	S.E.E. = 1.267
	HOMECLIM	0.255	.19	R^2 = 63.9
Goal III-M	TPERPAR	0.317	.15	
	FOCC	0.061	.51	Intercept = 4.599
	PCTWHITE	0.035	.39	S.E.E. = 1.158
	STABLE	0.980	.14	R^2 = 57.8
	HOMECLIM	0.267	.22	
Goal IV	TEDUC	-1.862	-.14	
	MEDUC	-3.204	-.33	
	PCTWHITE	-0.040	-.18	Intercept = 33.707
	LIBRARY	0.418	.12	S.E.E. = 3.354
	PARATT	3.939	.35	R^2 = 31.5
	HOMECLIM	1.024	.26	
Goal V	PCTGIRLS	0.047	.15	
	MEDUC	-1.347	-.20	Intercept = 27.582
	RESIDE	-0.548	-.39	S.E.E. = 2.511
	PARATT	2.888	.35	R^2 = 34.3
	HOMECLIM	0.629	.21	
Goal VI-K	INSEXADM	0.003	.16	
	TPERPAR	0.434	.17	Intercept = 0.940
	PCTWHITE	0.060	.51	S.E.E. = 1.433
	PARATT	0.707	.16	R^2 = 46.8
	HOMECLIM	0.429	.26	
Goal VII	PERDAD	-0.248	-.11	
	TEXPER	-0.080	-.09	Intercept = 36.301
	MEDUC	1.872	.19	S.E.E. = 3.643
	PARATT	1.711	.15	R^2 = 17.7
	HOMECLIM	0.673	.16	

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TABLE 18 (Continued)

	Variable	Regression Weight	Partial Correlation Coefficient	
Goal VIII-K	FOCC	0.069	.60	
	PCTWHITE	0.021	.26	Intercept = 11.035
	STABLE	0.961	.15	S.E.E. = 1.089
	HOMECLIM	0.314	.26	R^2 = 56.4
Goal IX	PCTWHITE	0.046	.29	Intercept = 30.307
	HOMECLIM	1.216	.46	S.E.E. = 2.402
				R^2 = 29.8
Goal X	TLOCALE	1.537	.14	
	RESIDE	-0.361	-.17	Intercept = 35.897
	PCTWHITE	0.039	.15	S.E.E. = 3.517
	PARATT	2.743	.25	R^2 = 37.2
	HOMECLIM	1.540	.36	

TABLE 19
PREDICTION EQUATIONS
GRADE 8

	Variable	Regression Weight	Partial Correlation Coefficients	
Goal I	MEDUC	2.215	.32	
	RESIDE	0.204	.15	
	PCTWHITE	-0.042	-.23	Intercept = 46.623
	COUNSEL	-0.662	-.14	S_e.E. = 1.999
	STABLE	3.104	.15	R^2 = 40.3
	PARATT	2.125	.36	
Goal II	INSEXADM	-0.004	-.15	
	TLOCALE	0.921	.13	
	STAFFP	-63.688	-.11	Intercept = 50.537
	PCTGIRLS	0.075	.17	S_e.E. = 2.010
	MEDUC	1.259	.19	R^2 = 20.6
	COUNSEL	-0.609	-.13	
	PARATT	1.296	.24	
Goal III-V	FOCC	0.107	.75	Intercept = -2.324
	PCTWHITE	0.045	.52	S.E.E. = 0.926
	STABLE	2.689	.27	R^2 = 74.1
Goal III-M	FOCC	0.128	.76	Intercept = -4.684
	PCTWHITE	0.054	.54	S.E.E. = 1.058
	STABLE	2.773	.25	R = 75.3
Goal IV	GRENROLL	-0.004	-.20	
	PCTATTEN	0.295	.17	
	TCLATT	2.127	.13	
	TPERPAR	-1.182	-.16	Intercept = 10.023
	TEXPER	0.152	.14	S_e.E. = 2.778
	MEDUC	-1.445	-.17	R^2 = 41.6
	PCTWHITE	-0.065	-.26	
	PARATT	4.069	.45	
	HOMECLIM	1.450	.29	
Goal V	GRENROLL	-0.004	-.13	
	MEDUC	-2.383	-.21	Intercept = 37.659
	RESIDE	-1.001	-.45	S_e.E. = 3.531
	PARATT	2.501	.24	R^2 = 38.2
	HOMECLIM	1.222	.20	
Goal VI	TEXPER	0.176	.17	
	RESIDE	-0.509	-.33	
	STABLE	5.372	.21	Intercept = 6.708
	PARATT	1.466	.22	S_e.E. = 2.541
	VALUES	3.350	.26	R^2 = 41.2
	HOMECLIM	1.197	.26	

TABLE 19 (Continued)

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	Variable	Regression Weight	Partial Correlation Coefficients	
Goal VII	TPEP	0.613	.14	
	PCTFEM	-0.067	-.21	Intercept = 86.521
	RESIDE	0.557	.21	S.E.E. = 3.743
	PCTWHITE	-0.010	-.31	R^2 = 44.3
	STABLE	-12.713	-.32	
Goal VIII-K	FOCC	0.078	.70	
	PCTWHITE	0.049	.62	
	LIBRARY	-0.360	-.21	Intercept = -2.520
	STABLE	1.956	.24	S.E. = 0.762
	HOMECLIM	0.379	.30	R^2 = 76.6
Goal IX	PCTATTEN	0.205	.20	
	TLOCALE	1.620	.21	
	TCLATT	1.709	.14	
	STAFFP	-64.132	-.11	Intercept = -2.280
	TEXPER	0.124	.15	S.E.E. = 2.120
	PCTGIRLS	0.076	.16	R^2 = 33.9
	VALUES	4.018	.35	
	HOMECLIM	1.310	.36	
Goal X	INSEXADM	-0.003	-.16	
	TLOCALE	1.201	.18	
	TEXPER	0.194	.25	Intercept = 31.879
	PCTWHITE	-0.031	-.21	S.E.E. = 1.854
	PARATT	0.950	.18	R^2 = 37.3
	VALUES	3.563	.34	
	HOMECLIM	.921	.28	

TABLE 20
PREDICTION EQUATIONS
GRADE 11

	Variable	Regression Weight	Partial Correlation Coefficients	
Goal I	TPERPAR	-1.054	-.19	
	MEDUC	2.248	.32	Intercept = 66.024
	RESIDE	0.229	.17	S_e.E. = 1.831
	PCTWHITE	-0.073	-.39	R^2 = 48.4
	PARATT	1.778	.36	
Goal II	INSEXADM	-0.003	-.12	
	TPERPAR	-0.582	-.12	
	STAFFP	99.548	.18	
	TEXPER	0.157	.18	
	PCTGIRLS	0.064	.15	Intercept = 45.933
	MEDUC	0.882	.13	S_e.E.E. = 1.768
	PCTWHITE	0.034	.20	R^2 = 24.9
	STABLE	-3.748	-.13	
	VALUES	1.409	.13	
	HOMECLIM	0.897	.29	
Goal III-V	FOCC	0.106	.77	
	PCTWHITE	0.041	.56	Intercept = -3.183
	STABLE	2.317	.20	S_e.E.E. = 0.733
	PARATT	0.555	.31	R^2 = 77.5
Goal III-M	PCTATTEN	0.108	.23	
	TSATST	1.143	.26	Intercept = -12.121
	FOCC	0.104	.74	S_e.E.E. = 0.844
	PCTWHITE	0.039	.39	R^2 = 74.4
	STABLE	2.751	.21	
Goal IV	PERSAD	0.302	.32	
	CLPRACT	0.717	.35	Intercept = 16.547
	PCTWHITE	-0.078	-.40	S_e.E.E. = 2.246
	LIBRARY	0.964	.16	R^2 = 60.7
	COUNSEL	2.599	.22	
	PARATT	3.801	.58	
Goal V	PCTATTEN	0.163	.13	
	PERLERAT	0.395	.12	
	PREPERWK	0.942	.19	Intercept = 0.203
	PCTGIRLS	0.205	.31	S_e.E.E. = 2.664
	RESIDE	-0.727	-.36	R^2 = 44.9
	PARATT	1.019	.14	
	HOMECLIM	1.874	.36	
Goal VI	FOCC	-0.088	-.30	
	PCTGIRLS	0.160	.35	
	RESIDE	-0.579	-.32	Intercept = 30.08
	COUNSEL	2.524	.20	S.E.E. = 2.64
	VALUES	3.541	.23	R^2 = 39.5
	HOMECLIM	1.866	.39	

TABLE 20 (Continued)

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	Variable	Regression Weight	Partial Correlation Coefficients	
Goal VII	TPEP	0.642	.15	
	MEDUC	3.565	.29	Intercept = 71.64
	RESIDE	-0.327	-.14	S.E.E. = 3.09
	PCTWHITE	-0.171	-.49	R^2 = 45.4
	STABLE	-11.191	-.23	
Goal VIII-A	PREPERWK	0.421	.15	
	PCTGIRLS	0.086	.23	
	PCTWHITE	0.045	.31	Intercept = 21.791
	COUNSEL	1.098	.15	S.E.E. = 1.547
	VALUES	2.597	.26	R^2 = 31.1
	HOMECLIM	0.893	.33	
Goal VIII-K	FOCC	0.072	.68	Intercept = 5.905
	PCTWHITE	0.051	.67	S.E.E. = 0.725
	PARATT	0.502	.29	R^2 = 71.6
Goal IX	PCTATTEN	0.140	.13	
	PREPERWK	0.616	.16	
	PCTGIRLS	0.098	.21	
	MEDUC	1.754	.25	Intercept = 3.454
	RESIDE	-0.146	-.09	S.E.E. = 1.986
	PCTWHITE	0.031	.13	R^2 = 37.2
	VALUES	4.436	.34	
	HOMECLIM	1.017	.29	
Goal X	TCLATT	2.104	.16	
	TPERPAR	-0.906	-.16	
	MEDUC	-2.565	-.37	Intercept = 33.334
	COUNSEL	2.188	.24	S.E.E. = 1.941
	VALUES	3.295	.29	R^2 = 41.5
	HOMECLIM	1.642	.45	

The Pennsylvania Model of Criterion-Referenced Scoring for Attitudinal Measures

Consider an item from the Goal I, Self-Esteem instrument:

I'm pretty sure of myself.

3	A	Very true of me	+
2	B	Mostly true of me	+
1	C	Mostly untrue of me	-
0	D	Very untrue of me	-

Normative scoring — Criterion scoring

In the normative scoring method the degree of favorableness of a student's reply results in a score of 3, 2, 1 or 0. For the same item in the criterion-referenced scoring procedure, a dichotomized approach is used; the student's response is considered either favorable (very true of me, mostly true of me) or unfavorable (mostly untrue of me, very untrue of me). A criterion of 51 percent was established for the entire self-esteem instrument of 40 items; that is, if a student answers a majority of the items (21 or more) favorably, that student is said to have a *minimum positive attitude* for Goal I. The number of such students is then tallied for the school and expressed as a per cent of all the students completing the inventory. So, one might discover that 65 per cent of the school's 5th grade students have a minimum positive attitude. The other side of that coin, the negative side, is: 35 per cent of the students don't answer even a majority of the items favorably. One might, accepting the 51 per cent criterion, conclude that 35 per cent of the students could use some help, that their self-esteem is lagging.

The criterion-referenced information is given not only for each attitudinal goal but for its various subscales as well. It is a modified criterion-referenced approach in that a school is given not only the per cent of its students satisfying the criterion, but also the per cent of students statewide answering a majority of the items favorably. This forces one back to a normative type of reference. But it appears necessary, as many recipients of assessment, when told that 65 per cent of their students have a minimum positive attitude in self-esteem, ask: *So what? What does that mean? How does that compare with. . .?* Thus a comparison to the state is included.

How Criterion-Referenced Information is Reported

In the school report the per cent of students statewide with this minimum positive attitude on each attitudinal subscale is graphically represented by a row of S's, the per cent for the local school by a row of L's.

This information should also give more specific diagnosis of strengths or weaknesses within a goal area by analyzing local scores *vis-a-vis* statewide scores.

Furthermore, the next to last page of the school report displays the same two rows, state and local, for the total scale--not just the subscales.

The last page of the report, under the 51 per cent criterion column, gives the exact numerical values which are graphically displayed on previous pages. Two additional criterion levels are also provided if one desires a more stringent (70 per cent) or less rigorous (35 per cent) criterion.

SCHOOL REPORT

PENNSYLVANIA DEPARTMENT OF EDUCATION

BUREAU OF PLANNING AND EVALUATION

DIVISION OF EDUCATIONAL QUALITY ASSESSMENT

PHONE: 717(AC)-787-4234

DR. THOMAS E. KENDIG, CHIEF

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SCHOOL NAME:
SCHOOL BLDG. NO.:
NO. 5-8-11 BLDGS.:
DISTRICT:
COUNTY:
SUPERINTENDENT:
REPRESENTATIVE:
PHONE:
LEVEL: GRADE 11
STRUCTURE: GRADES 10 TO 12

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I. STUDENT OUTPUTS:

A. GENERAL SUMMARY:

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GOAL	AREA	NUMBER STUDENTS	SCHOOL SCORE	SCHOOL %ILE	PREDICTED SCORE RANGE
I	SELF-ESTEEM	127	72.34	39	70.65 - 74.31
II	UNDERSTANDING OTHERS	126	60.06	36	59.49 - 63.02
III-V	BASIC SKILLS: VERBAL	121	15.30	19	14.27 - 15.73
III-M	BASIC SKILLS: MATH	121	16.78	13	16.39 - 18.07
IV	INTEREST IN SCHOOL	121	53.41	35	52.39 - 56.89
V	CITIZENSHIP	125	63.80	58	62.88 - 68.20
VI	HEALTH	120	85.73	85	84.12 - 89.39
VII	CREATIVITY	127	40.96	85	31.68 - 37.85
VIII-A	VOCATIONAL ATTITUDE (GR. 11 ONLY)	127	58.25	59	57.56 - 60.66
VIII-K	VOCATIONAL KNOWLEDGE	127	15.29	23	14.31 - 15.76
IX	APPRECIATING HUMAN ACCOMPLISHMENTS	127	62.74	65	60.76 - 64.73
X	PREPARING FOR A CHANGING WORLD	120	77.12	96	74.29 - 78.17

FOR COMPLETE INFORMATION, SEE MANUAL FOR INTERPRETING SCHOOL REPORTS, 1974: HARRISBURG: PENNSYLVANIA DEPARTMENT OF EDUCATION.

6. PERCENTILE BANDS BY GOALS:

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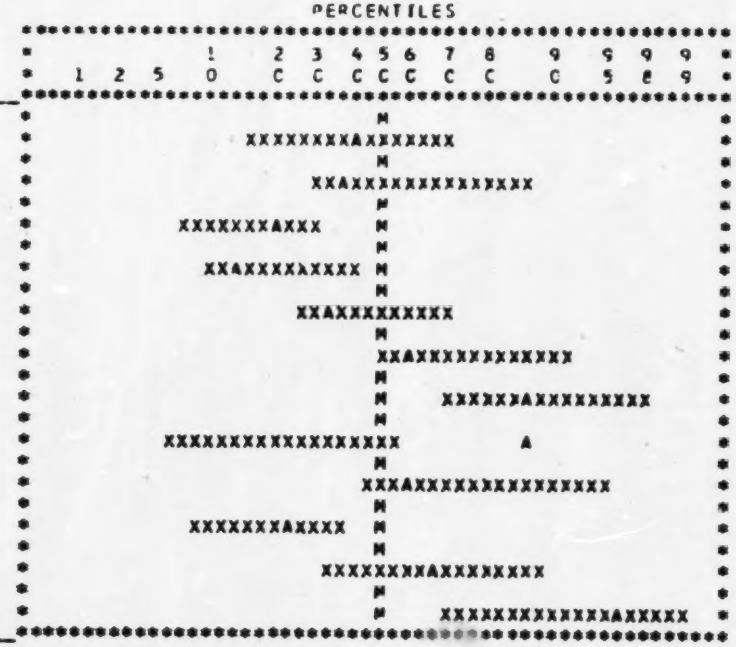
CONFIDENCE INTERVALS

GOAL	AREA	PERCENTILES
I	SELF-ESTEEM	
II	UNDERSTANDING OTHERS	
III-V	BASIC SKILLS: VERBAL	
III-M	BASIC SKILLS: MATH	
IV	INTEREST IN SCHOOL	
V	CITIZENSHIP	
VI	HEALTH	
VII	CREATIVITY	
VIII-A	VOCATIONAL ATTITUDE (GR. 11 ONLY)	
VIII-K	VOCATIONAL KNOWLEDGE	
IX	APPRECIATING HUMAN ACCOMPLISHMENTS	
X	PREPARING FOR A CHANGING WORLD	



N.B. AN "A" IN THE TABLE DESIGNATES THE LOCATION OF THE OBSERVED, ACTUAL SCHOOL VALUE.
"M" IS USED TO REPRESENT THE MEDIAN (50TH %ILE).
THE XX ... XX BAND IS THE PREDICTION BAND.

2. INDEPENDENT (PREDICTOR) VARIABLES:

A. FROM ADMINISTRATORS, DEPARTMENT RECORDS AND TEACHERS:

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VARIABLE NAME	ACRONYM	MEAN	SCHOOL RILE	NUMBER REPLYING
GRADE ENROLLMENT	GRENROLL	183.00	36	0
PERCENTAGE ATTENDANCE	PCTATTEN	94.00	53	0
INSTRUCTIONAL EXPENSES PER AVERAGE DAILY MEMBERSHIP	INSEXADM	601.00	45	0
TEACHER LOCALE	TLOCALE	0.04	2	25
TEACHER SATISFACTION WITH RELATIONSHIPS--PARENTS	TSATPAR	2.20	81	25
TEACHER SATISFACTION WITH RELATIONSHIPS--STAFF	TSATFS	2.13	18	24
TEACHER SATISFACTION WITH RELATIONSHIPS--STUDENTS	TSATST	2.40	86	25
ATTITUDE TOWARD CLASSROOM TEACHING	TCLATT	3.32	28	25
TEACHER PERCEPTION OF SCHOOL ADMINISTRATION	PERSAD	13.92	45	25
TEACHER PERCEPTION OF DISTRICT ADMINISTRATION	PERDAD	6.28	41	25
CLASSROOM PRACTICES	CLPRACT	9.60	10	25
TEACHER PERCEPTION OF LEARNING ATMOSPHERE	PERLERAT	8.04	19	25
TEACHER PERCEPTION OF PARENTS	TPERPAR	2.56	7	25
TEACHER PERCEPTION OF ENVIRONMENTAL PRESS	TPEP	21.36	4	25
PER CENT FEMALE TEACHERS	PCTFEM	56.00	99	25
TEACHER EDUCATION	TEDUC	1.56	40	25
TEACHER TO PUPIL RATIO	STAFFP	1:27.9	15	25
TEACHER HOURS OF INSTRUCTION PER WEEK	HRPERWK	26.56	91	25
TEACHER EXPERIENCE	TEXPER	12.38	72	24
NUMBER OF TEACHER PREPARATIONS PER DAY (GR. 11 ONLY)	PREPERDY	2.96	63	25

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<<< TSATPAR: TSATFS: TSATST >>>

IN YOUR TEACHING SITUATION HOW SATISFIED ARE YOU WITH YOUR RELATIONSHIP WITH:

	VD	SD	SS	VS
PARENTS AND PARENT GROUPS	8%	8%	40%	44%
FELLOW STAFF MEMBERS	4%	17%	42%	38%
STUDENTS	0%	16%	28%	56%

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<<< TCLATT >>>

I ENJOY CLASSROOM TEACHING

ALMOST NEVER TRUE	4%
SELDOM TRUE	0%
SOMETIMES TRUE	4%
USUALLY TRUE	44%
ALMOST ALWAYS TRUE	48%

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<<< CLPRACT >>>

	NOT USED	EACH MO.	EACH WEEK	EACH DAY
PUPIL PARTICIPATION IN LESSON PLANNING	49%	20%	24%	8%
PUPIL PARTICIPATION IN CLASSROOM TEACHING	32%	12%	12%	44%
HAVING PUPILS WORK IN SMALL LEARNING TEAMS	36%	24%	20%	20%
ROLE PLAYING (ACTING OUT SITUATIONS)	68%	16%	12%	4%
USE OF GAMES TO AID LEARNING	56%	24%	16%	4%
PUPIL EVALUATION OF CLASSROOM CLIMATE	64%	16%	12%	8%
PUPIL PARTICIPATION IN DEVELOPING CLASSROOM RULES	44%	32%	12%	12%
INVOLVING PUPILS IN COMMUNITY PROJECTS	56%	36%	8%	0%
UTILIZING LOCAL CITIZENS AS RESOURCE PERSONNEL	52%	48%	0%	0%
PUPILS AS HELPERS OR TUTORS OF OTHER PUPILS	24%	24%	28%	24%
JOINT LESSON PLANNING WITH ONE OR MORE TEACHERS	68%	20%	8%	4%

<<< PERLERAT >>>

SURVEY OF SCHOOL PROBLEMS: (PER CENT = YES RESPONSES)

THERE IS TOO MUCH TEACHER TURNOVER	12%
THE CLASSES ARE TOO LARGE FOR EFFECTIVE TEACHING	68%
THE DIFFERENT RACES OR ETHNIC GROUPS DON'T GET ALONG TOGETHER	8%
THERE ARE TOO MANY INTERRUPTIONS DURING CLASS PERIODS	60%
TEACHERS HAVE TOO LITTLE FREEDOM IN SUCH MATTERS AS TEXTBOOK SELECTION AND CURRICULUM	28%
THERE IS TOO MUCH COMPETITION FOR GRADES	16%
THERE IS TOO MUCH EMPHASIS ON ATHLETICS	68%
THERE SHOULD BE A BETTER MIXTURE; THE STUDENTS ARE ALL TOO MUCH OF ONE TYPE	20%
TOO MUCH TIME HAS TO BE SPENT ON DISCIPLINE	20%
THE STUDENTS AREN'T REALLY INTERESTED IN LEARNING	72%
THERE IS A LACK OF EFFECTIVE LEADERSHIP FROM THE SCHOOL ADMINISTRATION	52%
THE TEACHERS DON'T SEEM TO BE ABLE TO WORK WELL TOGETHER	48%
WE HAVE POOR INSTRUCTIONAL EQUIPMENT: SUPPLIES, BOOKS, LABORATORY EQUIPMENT, ETC.	24%

<<< TPERPAR >>>
(PER CENT = YES RESPONSES)

THERE ARE TOO MANY ABSENCES AMONG STUDENTS	80%
PUPILS ARE NOT WELL FED AND/OR WELL CLOTHED	40%
PARENTS ATTEMPT TO INTERFERE WITH THE SCHOOL	32%
THE PARENTS PUT TOO MUCH PRESSURE ON THE STUDENTS FOR GOOD GRADES	16%
THE PARENTS DON'T TAKE ENOUGH INTEREST IN THEIR CHILDREN'S SCHOOLWORK	76%

B. FROM STUDENTS:

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VARIABLE NAME	ACRONYM	MEAN	SCHOOL RANK	NUMBER REPLYING
FATHER'S OCCUPATION	FOCC	21.38	4	124
OCCUPATIONAL DESIRE (GR. 11 ONLY)	OCDESIRE	51.87	61	126
OCCUPATIONAL EXPECTATION (GR. 11 ONLY)	OCEXPECT	42.70	41	125
PER CENT GIRLS	PCTGIRLS	56.25	87	128
MOTHER'S EDUCATION	MEDUC	2.50	3	127
TYPE OF COMMUNITY	RESIDE	0.92	45	127
PER CENT WHITE STUDENTS	PCTWHITE	92.91	18	127
ACCESSIBILITY OF LIBRARY	LIBRARY	3.15	25	127
ACCESSIBILITY OF COUNSELOR (GR. 8 & 11 ONLY)	COUNSEL	3.70	75	127
STABILITY OF STUDENT RESIDENCE	STABLE	3.87	70	127
PARENTAL ATTITUDE TOWARD SCHOOL	PARATT	5.67	64	126
MORES--BOYS (GR. 8 & 11 ONLY)	MORESB	3.17	88	126
MORES--GIRLS (GR. 8 & 11 ONLY)	MORESG	2.98	94	126
PERSONAL VALUES (GR. 8 & 11 ONLY)	VALUES	3.79	79	126
HOME CLIMATE	HOMECLIM	14.65	82	127

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<<< RESIDE >>>

IN WHAT TYPE OF COMMUNITY ARE YOU NOW LIVING?

IN THE OPEN COUNTRY OR IN A FARMING COMMUNITY	22%
IN A SMALL TOWN (LESS THAN 10,000 PEOPLE) THAT IS NOT A SUBURB	75%
INSIDE A MEDIUM SIZE CITY (10,000 TO 100,000 PEOPLE)	2%
INSIDE A LARGE CITY (100,000 TO 500,000 PEOPLE)	0%
IN PHILADELPHIA OR PITTSBURGH	1%
IN A SUBURB OF A MEDIUM SIZE CITY	0%
IN A SUBURB OF A LARGE CITY	0%
IN A SUBURB OF PHILADELPHIA OR PITTSBURGH	0%

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<<< PCTWHITE >>>

WHICH OF THE FOLLOWING BEST DESCRIBES YOU?

BLACK	5%
WHITE	93%
AMERICAN INDIAN	2%
ORIENTAL	0%
PUERTO RICAN	0%
OTHER	1%

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<<< LIBRARY >>>

HOW OFTEN ARE YOU ABLE TO USE THE SCHOOL LIBRARY?

AS OFTEN AS I NEED TO	57%
FREQUENTLY, BUT NOT AS OFTEN AS I WOULD LIKE TO	14%
ONLY TWO OR THREE DAYS A WEEK	17%
ONLY WHEN MY CLASS IS SCHEDULED FOR LIBRARY WORK	11%
THERE IS NO LIBRARY IN THIS SCHOOL	1%

<<< COUNSEL >>>

HOW OFTEN ARE YOU ABLE TO TALK WITH YOUR GUIDANCE COUNSELOR ABOUT A CONCERN?

WHENEVER I NEED TO	81%
OFTEN, BUT NOT AS FREQUENTLY AS I WOULD LIKE TO	9%
ONLY WHEN MAKING OUT A CLASS SCHEDULE	8%
ONLY DURING A GROUP GUIDANCE SESSION	2%
THIS SCHOOL DOES NOT HAVE A GUIDANCE COUNSELOR	0%

<<< STABLE >>>

HOW MANY DIFFERENT SCHOOL BUILDINGS HAVE YOU ATTENDED WITHIN THE PAST THREE YEARS BECAUSE YOUR FAMILY CHANGED RESIDENCE?

MY FAMILY HAS NOT MOVED WITHIN THE PAST THREE YEARS	89%
2 SCHOOL BUILDINGS	10%
3 SCHOOL BUILDINGS	0%
4 SCHOOL BUILDINGS	0%
5 OR MORE SCHOOL BUILDINGS	1%

<<< MORESB-MORESG-VALUES >>>

MORESB/ AMONG THE QUALITIES LISTED BELOW, WHAT IS THE SINGLE BEST WAY FOR A BOY
MORESG: /GIRL TO GET TO BE IMPORTANT AND LOOKED UP TO BY OTHER STUDENTS IN THIS SCHOOL?
VALUES: AMONG THE QUALITIES LISTED BELOW, WHAT DO YOU FEEL IS MOST IMPORTANT TO YOU PERSONALLY, REGARDLESS OF WHAT OTHERS MAY CHOOSE?

	MORESB	MORESG	VALUES
BEING BRIGHT AND WELL INFORMED	12%	12%	18%
DOING WELL IN SCHOOL	6%	4%	22%
BEING A LEADER IN SCHOOL ACTIVITIES	13%	14%	1%
BEING FUN TO BE WITH	28%	29%	47%
BEING AN ATHLETIC STAR OR CHEERLEADER	37%	22%	5%
BEING GOOD-LOOKING OR ATTRACTIVE	2%	17%	6%
COMING FROM THE RIGHT FAMILY	2%	1%	2%

3. STUDENT DISTRIBUTIONS FOR COGNITIVE MEASURES:

****** GOAL III - BASIC SKILLS: VERBAL ******

STUDENT DISTRIBUTION

GOAL SCORE	STATE NORM	SCHOOL ACTUAL
23-30	17%	8%
19-22	22%	22%
16-18	19%	16%
12-15	22%	30%
0-11	20%	24%

****** GOAL III - BASIC SKILLS: MATH ******

STUDENT DISTRIBUTION

GOAL SCORE	STATE NORM	SCHOOL ACTUAL
25-30	18%	6%
21-24	20%	17%
18-20	19%	21%
14-17	22%	26%
0-13	21%	29%

****** GOAL VIII - VOCATIONAL KNOWLEDGE ******

STUDENT DISTRIBUTION

GOAL SCORE	STATE NORM	SCHOOL ACTUAL
21-35	23%	13%
18-20	19%	21%
15-17	20%	20%
12-14	18%	25%
0-11	20%	21%

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GOAL PROFILES BASED ON CRITERION - REFERENCED SCORING MODEL
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THIS SECTION IS DESIGNED TO OUTLINE THE CONTENT OF THE SCALES USED IN THE ASSESSMENT BATTERY AND TO SPECIFY WITHIN EACH SCALE THE STUDENT PERFORMANCE LEVELS. EACH SCALE'S GENERAL AND SPECIFIC CONTENT IS DISCUSSED. THE FOLLOWING INFORMATION IS PROVIDED FOR ALL SCALES MEASURING STUDENT ATTITUDES:

GENERAL SCALE DESCRIPTION:
A BRIEF DESCRIPTION OF THE GENERAL CONTENT MEASURED BY THE SCALE TOGETHER WITH THE RESPONSE OPTIONS AVAILABLE TO THE STUDENT. SAMPLES OF POSITIVELY AND NEGATIVELY WORDED STATEMENTS ARE GIVEN.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:
RESPONSE OPTIONS TO ITEMS ARE PREJUDGED TO REFLECT A FAVORABLE OR UNFAVORABLE ATTITUDE. THIS PARAGRAPH IDENTIFIES THOSE RESPONSES CONSIDERED TO BE FAVORABLE AND THOSE JUDGED UNFAVORABLE.

SUBSCALE DESCRIPTION:
THE SCALES USED TO MEASURE THE GOAL AREAS ARE SEPARATED INTO SUBSCALES, EACH REPRESENTING SPECIFIC CONTENT AREAS. THE DESCRIPTIONS OF THE SUBSCALES ARE GIVEN TO THE LEFT OF THE PROFILE CHART AND IDENTIFY THE PARTICULAR DIMENSION BEING MEASURED. A SAMPLE ITEM IS GIVEN FOR EACH SUBSCALE.

PROFILE:
A CRITERION-REFERENCED SCORING MODEL IS USED TO GENERATE THE INFORMATION FOUND ON THE PROFILE. THIS MODEL DICHOTOMIZES STUDENT RESPONSES INTO THOSE WHICH ARE CONSIDERED FAVORABLE AND THOSE WHICH ARE CONSIDERED UNFAVORABLE. THE NUMBER OF FAVORABLE RESPONSES IS THEN COMPARED TO A STANDARD. THE PERFORMANCE STANDARD REQUIRES THAT THE STUDENT ANSWER IN A FAVORABLE WAY MORE THAN ONE HALF THE ITEMS COMPRISING THE SUBSCALE. THE PER CENT OF STUDENTS WHO HAVE MET OR EXCEEDED THIS STANDARD IS SHOWN BY A SERIES OF L'S ON THE PROFILE CHART. THE PER CENT OF STUDENTS STATE-WIDE WHO HAVE ANSWERED MORE THAN ONE HALF OF THE ITEMS IN A FAVORABLE WAY IS REPRESENTED BY A SERIES OF S'S. THE PER CENT OF STATE VS. LOCAL STUDENTS MEETING THE STANDARD ON THE TOTAL SCALE IS ALSO PRESENTED.

GOAL I - SELF-ESTEEM

GENERAL SCALE DESCRIPTION:
ITEMS ARE SELF-DESCRIPTION STATEMENTS. TWENTY-ONE ARE POSITIVELY WORDED (I'M EASY TO GET ALONG WITH) AND 19 ARE NEGATIVELY WORDED (THINGS ARE ALL MIXED UP IN MY LIFE). RESPONSE OPTIONS OPEN TO THE STUDENT ARE (1) VERY TRUE OF ME, (2) MOSTLY TRUE OF ME, (3) MOSTLY UNTRUE OF ME, (4) VERY UNTRUE OF ME.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:
OPTIONS (1) AND (2) ARE CONSIDERED FAVORABLE RESPONSES TO POSITIVELY WORDED ITEMS. OPTIONS (3) AND (4) ARE CONSIDERED FAVORABLE RESPONSES TO NEGATIVELY WORDED ITEMS.

SELF-ESTEEM PROFILE

STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUBSCALES
(IN PER CENT)

SUBSCALE DESCRIPTIONS AND SAMPLE ITEMS	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
SELF-CONFIDENCE: FEELINGS OF SUCCESS, SELF-DETERMINATION, ATTRACTIVENESS AND SELF-WORTH-'I'M PRETTY SURE OF MYSELF'	SSSS

GOAL II - UNDERSTANDING OTHERS

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GENERAL SCALE DESCRIPTION:

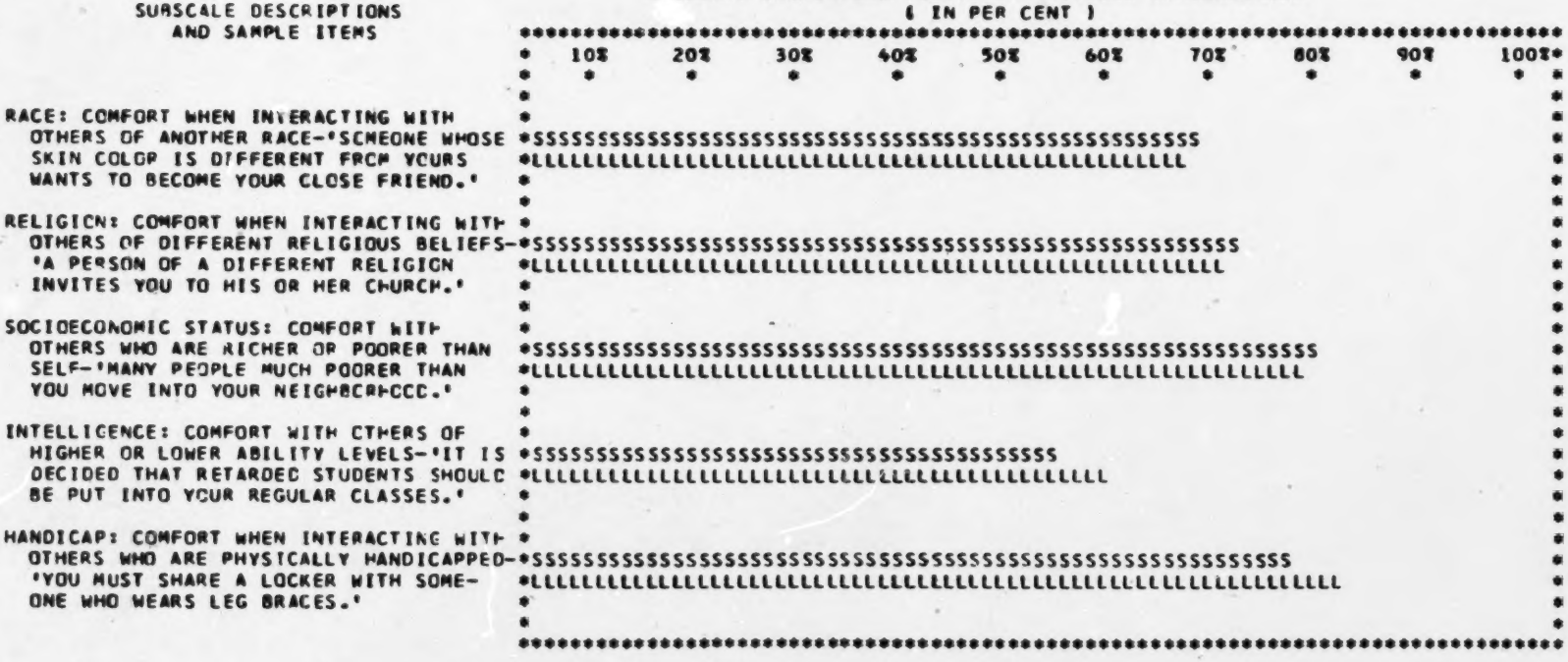
ITEMS DESCRIBE SITUATIONS WHERE DIFFERING OTHERS INTERACT WITH THE INDIVIDUAL. DIFFERENCES ARE IN TERMS OF RACIAL, RELIGIOUS AND SOCIAL BACKGROUNDS OR PHYSICAL AND MENTAL ATTRIBUTES. TWENTY-NINE ITEMS SUGGEST AN APPROACH TOWARD THE STUDENT (E.G., A CRIPPLE WANTS YOU TO BECOME A CLOSE FRIEND). SIX ITEMS SUGGEST AN AVOIDANCE OF THE STUDENT (E.G., A GIRL WITH A BAD LIMP AVOIDS YOU BECAUSE SHE THINKS YOU MIGHT MAKE FUN OF HER). RESPONSE CHOICES ARE 'I WOULD FEEL' (1) VERY UNCOMFORTABLE, (2) SLIGHTLY UNCOMFORTABLE, (3) COMFORTABLE AND (4) VERY COMFORTABLE.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:

RESPONSE OPTIONS (1) AND (2) ARE CONSIDERED FAVORABLE TO AVOIDANCE ITEMS. OPTIONS (3) AND (4) ARE CONSIDERED FAVORABLE TO APPROACH ITEMS.

UNDERSTANDING OTHERS PROFILE

STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUBSCALES
(IN PER CENT)


SUBSCALE DESCRIPTIONS AND SAMPLE ITEMS
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%
RACE: COMFORT WHEN INTERACTING WITH OTHERS OF ANOTHER RACE-'SOMEONE WHOSE SKIN COLOR IS DIFFERENT FROM YOURS WANTS TO BECOME YOUR CLOSE FRIEND.'
RELIGION: COMFORT WHEN INTERACTING WITH OTHERS OF DIFFERENT RELIGIOUS BELIEFS-'A PERSON OF A DIFFERENT RELIGION INVITES YOU TO HIS OR HER CHURCH.'
SOCIOECONOMIC STATUS: COMFORT WITH OTHERS WHO ARE RICHER OR POORER THAN SELF-'MANY PEOPLE MUCH POORER THAN YOU MOVE INTO YOUR NEIGHBORHOOD.'
INTELLIGENCE: COMFORT WITH OTHERS OF HIGHER OR LOWER ABILITY LEVELS-'IT IS DECIDED THAT RETARDED STUDENTS SHOULD BE PUT INTO YOUR REGULAR CLASSES.'
HANDICAP: COMFORT WHEN INTERACTING WITH OTHERS WHO ARE PHYSICALLY HANDICAPPED-'YOU MUST SHARE A LOCKER WITH SOMEONE WHO WEARS LEG BRACES.'

GOAL IV - INTEREST IN SCHOOL

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GENERAL SCALE DESCRIPTION:

THERE ARE 37 STATEMENTS ABOUT THE SCHOOL, TEACHERS, COURSE CONTENT, AND THE LEARNING EXPERIENCE. EIGHTEEN ITEMS CAST THESE AREAS IN A FAVORABLE LIGHT (E.G., MOST OF MY SUBJECTS THIS YEAR ARE WORTHWHILE). THE REMAINING ITEMS ARE NEGATIVELY STATED (E.G., THERE IS LITTLE I CAN DO ABOUT THE WAY THIS SCHOOL IS RUN). RESPONSE OPTIONS AVAILABLE TO THE STUDENT ARE (1) STRONGLY AGREE, (2) AGREE, (3) DISAGREE, (4) STRONGLY DISAGREE.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:

RESPONSE OPTIONS (1) AND (2) ARE CONSIDERED FAVORABLE RESPONSES TO POSITIVELY WORDED ITEMS. OPTIONS (3) AND (4) ARE CONSIDERED FAVORABLE RESPONSES TO NEGATIVELY WORDED ITEMS.

INTEREST IN SCHOOL PROFILE

STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUBSCALES
(IN PER CENT)

SUBSCALE DESCRIPTIONS AND SAMPLE ITEMS	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
ATTITUDE TOWARD LEARNING: WILLINGNESS TO EXPEND EFFORT TO LEARN AND VALUING THE IMPORTANCE OF CONTINUED LEARNING THROUGHOUT LIFE-'I TRY TO LEARN THINGS WHEREVER I AM.'	S S S

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GOAL V - CITIZENSHIP

GENERAL SCALE DESCRIPTION:

ITEMS MEASURE WILLINGNESS TO EXHIBIT GOOD CITIZENSHIP IN MANY SOCIAL SITUATIONS UNDER A VARIETY OF MOTIVATING CONDITIONS. SOCIAL CONTEXTS ARE GIVEN BY 19 STORIES, EACH POSING A PROBLEM AND SUGGESTING AN ACTION PRE-DEFINED AS GOOD OR POOR CITIZENSHIP. EACH STORY HAS THREE ITEMS WHICH LIST POSITIVE OR NEGATIVE CONSEQUENCES RESULTING FROM THE ACTION. STUDENTS ARE ASKED TO DECIDE WHETHER TO TAKE THE ACTION FOR EACH CONSEQUENCE. SAMPLE STORY: 'THERE IS A SECRET CLUB AT SCHOOL CALLED THE MIDNIGHT ARTISTS. THEY GO OUT LATE AT NIGHT AND PAINT FUNNY SAYINGS AND PICTURES ON BUILDINGS.' SAMPLE ITEM: 'IN THIS SITUATION I WOULD JOIN THE CLUB WHEN I KNEW MY BEST FRIEND HAD ASKED ME TO JOIN.' RESPONSE OPTIONS AVAILABLE TO THE STUDENT ARE (1) YES, (2) MAYBE AND (3) NO.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:

RESPONSE OPTION (1) IS CONSIDERED FAVORABLE WHEN THE SUGGESTED ACTION REFLECTS GOOD CITIZENSHIP. OPTION (3) IS FAVORABLE WHEN THE SUGGESTED ACTION REFLECTS POOR CITIZENSHIP.

CITIZENSHIP PROFILE

STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUBSCALES
(IN PER CENT)

SUBSCALE DESCRIPTIONS AND SAMPLE ITEMS	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
WELFARE & DIGNITY OF OTHERS: CONCERN FOR FEELINGS OF OTHERS, WILLINGNESS TO PROTEST RACIAL DISCRIMINATION AND TO ACCEPT NEW PEOPLE INTO THE GROUP- 'I WOULD HELP SHOUT DOWN AN UNPOPULAR SPEAKER WHEN I DIDN'T AGREE WITH THE SPEAKER'S IDEAS.'	SSSSSSSSSSSSSSSSSS LLLLLLLLLLLLLLL									
RESPECT FOR LAW & AUTHORITY: WILLINGNESS TO REPORT LAW-BREAKING, TO REFRAIN FROM DESTRUCTIVE ACTIONS AND TO OBEY AUTHORITIES DURING EMERGENCIES-' I'D THROW ROCKS DURING A PROTEST IF THERE WAS NO CHANCE OF GETTING CAUGHT.'	SSSSSSSSSSSSSSSSSSSSSS LLLLLLLLLLLLLLLLLLLLLLLLLL									
RESPONSIBILITY & INTEGRITY: WILLINGNESS TO REPORT OWN MISTAKES AND HONOR SELF-MADE COMMITMENTS TO GROUPS AND INDIVIDUALS-'AFTER ACCIDENTALLY BREAKING THE LENS ON A SCHOOL MICROSCOPE, I WOULD REPORT MYSELF EVEN IF I WOULD HAVE TO PAY FOR THE DAMAGE.'	SSSSSSSSSSSSSSSSSSSS LLLLLLLLLLLLLLLLLL									

GOAL VI - HEALTH HABITS

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GENERAL SCALE DESCRIPTION:

ITEMS MEASURE WILLINGNESS TO DISPLAY PROPER HEALTH BEHAVIORS IN THE AREAS OF PERSONAL HYGIENE, DIET, DRUGS AND SAFETY. THE FORMAT USES 16 STORIES, EACH POSING A SITUATION WHERE A HEALTH-RELATED DECISION IS REQUIRED. FOUR POSSIBLE OUTCOMES OF THE DECISION ARE GIVEN IN EACH STORY. THE STUDENT DECIDES WHETHER TO TAKE A PROPER HEALTH ACTION FOR EACH OF THE OUTCOMES. SAMPLE STORY: 'A FELLOW IN HIGH SCHOOL GETS THE FLU AND DEVELOPS A SEVERELY UPSET STOMACH. THE DOCTOR GIVES HIM SOME PILLS AND TELLS HIM TO TAKE TWO EVERY FOUR HOURS.' SAMPLE ITEM: 'IF I WERE THIS PERSON, I WOULD TAKE AN EXTRA PILL WHEN I KNEW THE FIRST TWO DIDN'T WORK FAST ENOUGH.' RESPONSE CHOICES ARE (1) YES, (2) MAYBE AND (3) NO.

CRITERION FOR FAVORABLE RESPONSE TO ITEM:

RESPONSE OPTION (1) IS CONSIDERED FAVORABLE TO ITEMS SUGGESTING A PROPER HEALTH BEHAVIOR. OPTION (3) IS FAVORABLE WHEN THE SUGGESTED ACTION IS AN IMPROPER HEALTH BEHAVIOR.

HEALTH PROFILE

STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUBSCALES
(IN PER CENT)

SUBSCALE DESCRIPTIONS AND SAMPLE ITEMS

	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
PERSONAL HEALTH: WILLINGNESS TO FOLLOW PROPER DIET, TAKE PROPER MEDICAL PRECAUTIONS-'I WOULD EAT BREAKFAST EVERY DAY WHEN I HAD TO GET IT MYSELF.'	SSSSSSSSSSSSSSSSSSSSSSSSSSSSSS LLLLLLLLLLLLLLLLLLLLLLLLLLLLLL									
SAFETY: RESTRAINT FROM UNNECESSARY RISK-TAKING AT HOME, AT SCHOOL AND AT PLAY-'I WOULD RIDE ON A FRIEND'S NEW MINI-BIKE WITHOUT A HELMET WHEN I KNEW HE WAS VERY GOOD AT HANDLING BIKES.'	SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL									
DRUGS: RESTRAINT FROM IMPROPER USE OF PRESCRIPTION DRUGS, EXPERIMENTATION WITH DRUGS, AND MAINTAINING CLOSE CONTACT WITH OTHERS USING DRUGS-'I WOULD TRY A MARIJUANA CIGARETTE WHEN ALL MY FRIENDS DECIDED TO TRY IT.'	SSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSSS LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL									

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GOAL VII-A - CREATIVE ATTITUDE

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GENERAL SCALE DESCRIPTION:

LISTED ARE 36 ACTIVITIES WHICH REQUIRE ORIGINALITY IN THE AREAS OF VISUAL ARTS, PERFORMING ARTS, SCIENCE AND WRITING. SAMPLE ACTIVITIES: (DONE AN ORIGINAL SCIENTIFIC EXPERIMENT USING LIVING THINGS; WRITTEN AN ORIGINAL POEM; MODELED AN OUTFIT USING YOUR OWN STYLE). RESPONSE OPTIONS GIVE SIX WAYS TO SHOW DEGREE OF INVOLVEMENT IN EACH ACTIVITY. OPTIONS ARE (1) NO, AND HAVE NOT WANTED TO, (2) NO, BUT HAVE WANTED TO, (3) YES, BUT WITH NO RECOGNITION, (4) YES, WITH TEACHER OR ADULT RECOGNITION, (5) YES, WITH SCHOOL-WIDE RECOGNITION AND (6) YES, WITH AREA-WIDE RECOGNITION.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:

OPTIONS (2), (3), (4), (5) AND (6) SHOW A WILLINGNESS TO BECOME INVOLVED IN THESE ACTIVITIES AND ARE CONSIDERED FAVORABLE. RESPONSE CHOICE (1) SHOWS A REJECTION OF PERSONAL INVOLVEMENT AND IS CONSIDERED TO BE UNFAVORABLE.

CREATIVE ATTITUDE PROFILE

STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUBSCALES
(IN PER CENT)

SUBSCALE DESCRIPTIONS AND SAMPLE ITEMS	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
VISUAL ARTS: WILLINGNESS TO USE OWN IDEAS AND DESIGN IN PAINTING, CRAFTS, PHOTOGRAPHY AND SCULPTURE-'PAINTED (WITHOUT NUMBER SET) IN OIL OR WATER COLORS.'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L
PERFORMING ARTS: WILLINGNESS TO PERFORM IN MUSIC, ACTING, SPORT OR MODELING-'PERFORMED USING AN ORIGINAL MAGIC OR NOVELTY ACT.'	S	S	S	S	S					
	L	L	L	L	L					
SCIENCE: WILLINGNESS TO DO EXPERIMENTS IN SOCIAL & PHYSICAL SCIENCES AND TO DESIGN OR WORK WITH MECHANICAL OR ELECTRONIC GADGETRY-'BUILT A MODEL TO SHOW A SCIENTIFIC PRINCIPLE.'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L
WRITING: WILLINGNESS TO PRODUCE ORIGINAL WRITTEN PRODUCTS SUCH AS POEMS, JOKES, SKITS, ESSAYS, AND MUSIC-'WRITTEN AN ORIGINAL POEM (OTHER THAN SCHOOL ASSIGNMENT).'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L

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GOAL VII-P - CREATIVE PERFORMANCE

GENERAL SCALE DESCRIPTION:
TO GENERATE 'CREATIVE OUTPUT' SCORES A DIFFERENT SCORING SCHEME IS USED ON THE CREATIVITY SCALE DISCUSSED ON THE PREVIOUS PAGE.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:
OPTIONS (3), (4), (5) AND (6) INDICATE THAT THE STUDENT HAS ACTIVELY PARTICIPATED IN THE CREATIVE ACTIVITIES AND THEREFORE ARE CONSIDERED FAVORABLE. OPTIONS (1) AND (2) SHOW A LACK OF PERSONAL INVOLVEMENT IN THESE ACTIVITIES AND ARE CONSIDERED TO BE UNFAVORABLE.

CREATIVE PERFORMANCE PROFILE

SUBSCALE DESCRIPTIONS	PER CENT STUDENTS REPORTING ACTIVE PARTICIPATION
	10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
VISUAL ARTS: USING OWN IDEAS AND DESIGN WHEN ACTIVELY PARTICIPATING IN CRAFTS, PHOTOGRAPHY AND SCULPTURE.	SSSSSSSSSSSSSSSSSS LLLLLLLLLLLLLLLLLL
PERFORMING ARTS: PERFORMING (FOR AUDIENCE) SELF-DEVELOPED ROUTINE IN MUSIC, ACTING, SPORT OR MODELING.	SSSSSS LLLLLLLLL
SCIENCE: DOING EXPERIMENTS IN SOCIAL CR PHYSICAL SCIENCES AND DESIGNING MECHANICAL OR ELECTRONIC GADGETRY.	SSSSSSSSSSSSSS LLLLLLLLLLL
WRITING: PRODUCING ORIGINAL WRITTEN PRODUCTS SUCH AS POEMS, JOKES, SKITS, ESSAYS AND MUSIC	SSSSSSSSSSSSSSSSSSS LLLLLLLLLLLLLLLLLLLLLLL

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ECAL VIII-A - VOCATIONAL ATTITUDE

GENERAL SCALE DESCRIPTION:

TWENTY-EIGHT ITEMS MEASURE ATTITUDE TOWARD WORK, CAREER CHOICE AND EFFORTS AT ESTABLISHING LONG-RANGE CAREER AND EDUCATIONAL PLANS. FIVE ITEMS REFLECT A POSITIVE VOCATIONAL ATTITUDE (E.G., DOING A JOB WELL, DAY IN AND DAY OUT, IS IMPORTANT TO ME). TWENTY-THREE ITEMS ARE WORDED TO REFLECT VOCATIONAL IMMATURITY (E.G., IF I COULD LIVE COMFORTABLY ON WELFARE, I WOULD NOT WORK). RESPONSE OPTIONS ARE (1) AGREE, (2) MOSTLY AGREE, (3) MOSTLY DISAGREE AND (4) DISAGREE.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:

OPTIONS (1) AND (2) ARE CONSIDERED FAVORABLE TO ITEMS SHOWING POSITIVE VOCATIONAL DEVELOPMENT. OPTIONS (3) AND (4) ARE CONSIDERED FAVORABLE TO ITEMS REFLECTING VOCATIONALLY IMMATURE ATTITUDES.

VOCATIONAL ATTITUDE PROFILE

SUBSCALE DESCRIPTIONS	STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUBSCALES (IN PER CENT)
	10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
WORK ATTITUDE: WILLINGNESS TO GIVE BEST EFFORTS ON A JOB, AND BELIEF THAT WORK LEADS TO A SENSE OF ACCOMPLISHMENT IN ONE'S SELF-'THE PROSPECT OF WORKING MOST OF MY ADULT LIFE DEPRESSES ME.'	SSSS

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GOAL IX - APPRECIATING HUMAN ACCOMPLISHMENTS

GENERAL SCALE DESCRIPTION:

ITEMS MEASURE HOW MUCH VALUE STUDENTS PLACE ON HUMAN ACHIEVEMENT IN THE ARTS AND SCIENCES AND THE DEGREE TO WHICH THEY ARE WILLING TO RECEIVE STIMULI THAT THESE ENDEAVORS PROVIDE. AREAS INCLUDED ARE LITERATURE, ART, ATHLETICS, ECOLOGY, GOVERNMENT, SCIENCE, MUSIC AND DRAMA. SAMPLE VALUING ITEM: 'ARTISTS DON'T CONTRIBUTE MUCH TO OUR WORLD.' SAMPLE RECEIVING ITEM: 'DURING MY FREE TIME I WOULD LIKE TO ATTEND A SESSION OF CONGRESS.' RESPONSE OPTIONS ARE (1) AGREE, (2) UNCERTAIN AND (3) DISAGREE.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:

RESPONSE OPTION (1) IS CONSIDERED FAVORABLE TO ALL RECEIVING ITEMS AND TO THOSE VALUING ITEMS WHICH DESCRIBE ACTIVITIES IN ARTS, SCIENCES, ETC. IN A POSITIVE LIGHT. OPTION (3) IS FAVORABLE IN RESPONSE TO NEGATIVELY STATED VALUING ITEMS.

APPRECIATING HUMAN ACCOMPLISHMENTS PROFILE

STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUBSCALES
(IN PER CENT)

SUBSCALE DESCRIPTIONS AND SAMPLE ITEMS	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
VALUING: ATTACHING IMPORTANCE TO ACHIEVEMENTS IN THE ARTS AND SCIENCES AND VALUING ROLE PLAYED BY PEOPLE IN THESE AREAS--'MOST SCIENTISTS DON'T CARE HOW THEIR WORK AFFECTS PEOPLE.'	SSSS

GOAL X - PREPARING FOR A CHANGING WORLD

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GENERAL SCALE DESCRIPTION:

ITEMS MEASURE EMOTIONAL AND BEHAVIORAL REACTIONS TO CHANGE. THE SCALE'S FORMAT CONTAINS EIGHT STORIES DESCRIBING UNPLEASANT CHANGE SITUATIONS IN WHICH STUDENTS' EXPECTATIONS OR NEEDS ARE NOT MET. FIVE REACTIONS PRE-DEFINED AS INDICATING POSITIVE OR NEGATIVE ADAPTATION TO CHANGE ARE GIVEN FOLLOWING EACH STORY. SAMPLE STORY:'I WANTED CONTACT LENSES TO REPLACE MY GLASSES. I HATE WEARING REGULAR GLASSES. MY PARENTS SAID I COULD HAVE THEM IF I KEPT MY ROOM CLEAN FOR A MONTH. I DID IT. THEN MY PARENTS SAID THEY COULDN'T AFFORD THE LENSES. SO I DIDN'T GET MY CONTACTS. IF THIS HAPPENED TO YOU, HOW MUCH TIME WOULD YOU SPEND TRYING TO GET BACK AT YOUR PARENTS?' RESPONSE OPTIONS ARE (1) NO TIME, (2) VERY LITTLE TIME, (3) SOME TIME AND (4) A GREAT DEAL OF TIME.

CRITERION FOR FAVORABLE RESPONSE TO ITEMS:

RESPONSE OPTIONS (1) AND (2) ARE CONSIDERED FAVORABLE TO ITEMS SHOWING NEGATIVE ADJUSTMENT TO CHANGE. OPTIONS (3) AND (4) ARE CONSIDERED FAVORABLE TO ITEMS REFLECTING POSITIVE ADAPTATION TO CHANGE.

PREPARING FOR CHANGE PROFILE

STUDENTS DISPLAYING POSITIVE ATTITUDES ON SUBSCALES
(IN PER CENT)

SUBSCALE DESCRIPTIONS AND SAMPLE ITEMS	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
USING EFFECTIVE SOLUTIONS: TENDENCY TO TRY SOLUTIONS REFLECTING POSITIVE ADJUSTMENT TO CHANGE-'IF MY PARENTS DECIDED TO MOVE, I'D READ ABOUT THE PLACE WE WERE MOVING TO.'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L
REFRAINING FROM INEFFECTIVE SOLUTIONS: TENDENCY TO AVOID USE OF AGGRESSIVE OR WITHDRAWING REACTIONS IN FACE OF CHANGE-'IF I COULDN'T GET EXCUSED FROM SCHOOL FOR A TRIP, I'D STAY HOME.'	S	S	S	S	S	S	S	S	S	S
	L	L	L	L	L	L	L	L	L	L
EMOTIONAL ADJUSTMENT: PERCEPTION OF LENGTH OF TIME NEEDED TO EMOTIONALLY ADJUST TO CHANGE-'IF THIS HAPPENED TO YOU, HOW MUCH TIME WOULD YOU SPEND BEING UPSET?'	S	S	S	S	S					
	L	L	L	L	L					

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TOTAL SCALES FOR ATTITUDE

PER CENT OF STUDENTS SHOWING POSITIVE ATTITUDE
(IN PER CENT)

	GOAL NAME	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
I	SELF-ESTEEM	S	S	S	S	S	S	S	S	S	S
		L	L	L	L	L	L	L	L	L	L
II	UNDERSTANDING OTHERS	S	S	S	S	S	S	S	S	S	S
		L	L	L	L	L	L	L	L	L	L
IV	INTEREST IN SCHOOL	S	S	S	S	S	S	S	S	S	S
		L	L	L	L	L	L	L	L	L	L
V	CITIZENSHIP	S	S	S	S	S	S	S	S	S	S
		L	L	L	L	L	L	L	L	L	L
VI	HEALTH HABITS	S	S	S	S	S	S	S	S	S	S
		L	L	L	L	L	L	L	L	L	L
VII-A	CREATIVE ATTITUDE	S	S	S	S	S	S	S	S	S	S
		L	L	L	L	L	L	L	L	L	L
VIII-A	VOCATIONAL ATTITUDE	S	S	S	S	S	S	S	S	S	S
		L	L	L	L	L	L	L	L	L	L
IX	HUMAN ACCOMPLISHMENTS	S	S	S	S	S	S	S	S	S	S
		L	L	L	L	L	L	L	L	L	L
X	PREPARING FOR A CHANGING WORLD	S	S	S	S	S	S	S	S	S	S
		L	L	L	L	L	L	L	L	L	L

SUMMARY OF CRITERION-REFERENCED INFORMATION

PER CENT OF STUDENTS SHOWING POSITIVE ATTITUDES ON EACH SUBSCALE AT THREE CRITERION LEVELS (35, 51, AND 70)

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GOAL	SUBTEST NAME	CRITERION LEVELS					
		35%		51%		70%	
		STATE	LOCAL	STATE	LOCAL	STATE	LOCAL
I	SELF-CONFIDENCE	91%	90%	74%	72%	63%	65%
	FEELING OF CONTROL OVER ENVIRONMENT	97%	98%	85%	88%	74%	80%
	RELATIONSHIPS WITH OTHERS	95%	95%	83%	80%	73%	72%
	SELF-IMAGE IN SCHOOL	79%	71%	56%	44%	42%	31%
	TOTAL SCALE	98%	96%	84%	83%	57%	54%
II	RACE	82%	77%	69%	67%	52%	47%
	RELIGION	84%	84%	72%	71%	56%	52%
	SOCIOECONOMIC STATUS	92%	94%	80%	79%	63%	61%
	INTELLIGENCE	84%	84%	55%	60%	29%	24%
	HANDICAP	91%	94%	77%	82%	60%	67%
	TOTAL SCALE	95%	98%	79%	79%	39%	35%
IV	ATTITUDE TOWARD LEARNING	92%	97%	64%	73%	42%	51%
	ATTITUDE TOWARD SCHOOL	82%	79%	58%	48%	30%	23%
	ATTITUDE TOWARD TEACHERS	67%	60%	36%	26%	22%	12%
	TOTAL SCALE	87%	93%	57%	50%	21%	14%
V	WELFARE AND DIGNITY OF OTHERS	50%	53%	27%	22%	12%	9%
	RESPECT FOR LAW AND AUTHORITY	56%	65%	33%	39%	12%	13%
	RESPONSIBILITY AND INTEGRITY	52%	52%	30%	28%	15%	10%
	TOTAL SCALE	57%	61%	27%	26%	10%	6%
VI	PERSONAL HEALTH	81%	89%	42%	43%	18%	15%
	SAFETY	80%	83%	52%	54%	29%	35%
	DRUGS	75%	82%	53%	58%	30%	34%
	TOTAL SCALE	81%	86%	53%	62%	18%	22%
VII-A	VISUAL ARTS	74%	80%	62%	72%	36%	38%
	PERFORMING ARTS	51%	59%	38%	47%	18%	24%
	SCIENCE	71%	74%	58%	61%	32%	30%
	WRITING	67%	81%	56%	72%	31%	36%
	TOTAL SCALE (ATTITUDE)	77%	86%	52%	61%	23%	28%
VIII-A	WORK ATTITUDE	98%	98%	88%	91%	71%	75%
	CAREER PLANNING	96%	98%	80%	80%	61%	62%
	TOTAL SCALE	98%	99%	89%	91%	65%	67%
IX	VALUING	90%	93%	68%	69%	32%	31%
	RECEIVING	63%	72%	35%	33%	15%	13%
	TOTAL SCALE	84%	89%	52%	53%	16%	12%
X	USING EFFECTIVE SOLUTIONS	95%	97%	86%	89%	55%	62%
	REFRAINING FROM INEFFECTIVE SOLUTIONS	93%	93%	82%	88%	53%	61%
	EMOTIONAL ADJUSTMENT	59%	66%	30%	42%	20%	29%
	TOTAL SCALE	98%	98%	80%	88%	37%	47%

PENNSYLVANIA
EDUCATIONAL QUALITY ASSESSMENT
PROGRAM

Selected Responses on Followup Questionnaire to Superintendents

1. What methods have been used to inform others about the EQA report?

Curriculum bulletin	14%
Faculty memorandum	24%
School district newsletter	19%
Special written report	21%
Special media (slides, transparencies, etc.) presentation	12%
Regular meetings with _____	53%
Other	5%
None	10%

2. What persons or groups have formally seen or heard the EQA results?

School board	62%
Principal	86%
Elementary teachers	65%
Secondary teachers	56%
Local service club	2%
PTA, PTO	15%
Students	9%
Local newspaper	14%
Other	14%
None	3%

3. Which of the following describe the use made of the EQA information? Check as many as appropriate.

a. The information has not been used as yet.	4%
b. The information has been the subject of some administrative and supervisory meetings.	91%
c. A new program is being planned for one of our schools as a result of the information.	22%
d. Revisions of some existing programs are underway as a result of the information.	47%
e. The information served as a basis for teacher in-service activities.	42%
f. A new program has been "tried out" in one of our schools as a result of the information.	4%
g. A new program has been incorporated into one school program as a result of the information.	7%
h. A new program has been incorporated into several of our schools as a result of the information.	6%

4. The EQA information:

called attention to a problem area not previously noted by district staff.	36%
confirmed suspicions about district problems.	61%
did not identify any serious problem.	16%

5. How do you consider the EQA program as a means of helping you make decisions?

very useful	28%
useful	61%
not very useful	9%
useless	—

6. Please add any comments you wish regarding the assessment program. Any constructive criticisms are welcome.

a. Tremendous potential -- keep working on refining this program.
b. Boards are more willing to participate in expenditures when valuable assessment information is available to them.
c. I am anxious to continue in this program.
d. More educators across the state should become involved in the program. Perhaps you need a promotion campaign of some kind.
e. The emphasis placed on nonacademic goals is refreshing and needed, but may have moved a bit too far from basic skills.
f. I believe in what you are doing. It has provided us with data that are very helpful. It is important to me that you are interested in items beyond the basic skills.
g. The program was worthwhile and helped to give us a better picture of the program. I feel that the Department of Education should continue a quality assessment program. It helps the smaller schools who lack the personnel and ability to do this alone.
h. BEQA results have served as an excellent stimulus from which to review a great deal of data available about students and programs.
i. I think the program should be refined and used in all school systems in the state. I think it has great potential for encouraging teachers to move into a less structured program in our schools and teach children rather than subject matter.
j. This program is worth all it can muster. The department and the legislature now have data on which to base sound judgments rather than off-handed statements re: certification, experience, compensatory education., etc.